DOCUMENT RESUME

ED 137 716 CG 400 165

AUTHOR	Myrick, Robert D.
TITLE	Consultation as a Counselor Intervention.
INSTITUTION	ERIC Clearinghouse on Counseling and Personnel Services, Ann Arbor, Mich.
SPONS AGENCY	National Inst. of Education (DHEW), Washington, D.C.
PUB DATE	77
CONTRACT	400-75-0017
NOTE	122p.; For other documents in this series, see CG 400 161-165
AVAILABLE FROM	Ms. Carol Reynolds, P.O. Box 39143, Denver Colorado 80329 (HC $3.00, the entire series of 5 is available for $12.00)
EDRS PRICE	MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS	*Consultants; *Consultation Programs; *Counselor Role; Group Counseling; Guides; Individual Counseling; *Inservice Teacher Education; *Intervention; *Parent Counseling; Students

ABSTRACT

This monograph provides answers to various questions concerning the role of consultant for the counselor. The author argues strongly for a systematic, carefully planned approach, and provides a step-by-step description of the consultation process. Taped interviews are included to give a more vivid picture of the process at work. Discussed also are such areas as individual and group consultation, teacher consultation, including a full plan for an in-service training workshop, parent consultation, research and theory in consultation, and a brief mention of some traps into which the inexperienced would-be consultant may fall. (Author/YRJ)

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CONSULTATION AS A COUNSELOR INTERVENTION

by
Robert D. Myrick

Edited and with an Introduction
by
Garry R. Walz and Libby Benjamin

Developed by
ERIC Counseling and Personnel Services Information Center
in collaboration with
American School Counselor Association

CG400165

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1977

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The work presented herein was performed pursuant to a contract from the
National Institute of Education
Department of Health, Education and Welfare
Under the direction of
ERIC COUNSELING AND PERSONNEL SERVICES INFORMATION CENTER
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School of Education
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Ann Arbor, Michigan

Published by

AMERICAN SCHOOL COUNSELOR ASSOCIATION
A Division of American Personnel and Guidance Association
1607 New Hampshire Ave., N.W., Washington, D.C. 20009

PREFACE

The American School Counselor Association is pleased to have cooperated with the ERIC Counseling and Personnel Services Information Center to produce a series of monographs on subjects about which school counselors are expressing concern. Through regional meetings, groups of counselors identified topics they deemed to be of high priority, and five were selected for the monograph series. The series focuses on broadening the knowledge and enhancing skills of school counselors in a very practical sense.

I hope these monographs will assist counselors and counselor educators to meet the needs of students more effectively. After reading the monographs, counselors may wish to encourage ASCA to develop additional publications on other important topics.

I wish to express my thanks to the authors, Donald G. Hays, Helen F. Kristal, A. William Larson, Robert D. Myrick, and Daniel H. Nasman for the quality of their manuscripts. Also, my special appreciation to Garry R. Walz and to Libby Benjamin for initiating and sponsoring the project, and reviewing and editing all manuscripts.

It is my sincere hope that this series of monographs will be a valuable contribution to the work of school counselors, counselor educators, and other helping professionals.

Carol Reynolds
Interprofessional Relations Coordinator
American School Counselor Association

INTRODUCTION

New populations to serve, greater demands to demonstrate professional worth, thorny legal questions to resolve, and the need to acquire new skills are just some of the presses being experienced by members of the helping services. The demands for broadened services of counselors and other helping professionals have increased notably in recent years. The support for those services, however, has remained constant or diminished. Therefore, counselors are seeking more impactful strategies to deal with this paradox of more to do and less to do with.

While the need for new approaches and skills clearly exists, counselors are plagued by the double-headed problem of resources which are either difficult to obtain or too theoretical and abstract to be of practical utility. A high level discussion of child abuse has little to offer the hard-pressed counselor faced with helping a tormented child.

Our goal in creating this monograph series was to assist counselors to acquire practical and immediately adoptable techniques and procedures for dealing with current or emerging concerns. Initial discussions with the then ASCA president, Don Severson, and later with the ASCA Governing Board and Carol Reynolds, led to our identifying and prioritizing areas toward which we should focus our efforts. With help from ASCA, authors were selected who were highly knowledgeable about the functions of counselors in these chosen areas. Theirs was the task of culling from the large reservoir of accumulated knowledge and their own personal know-how those ideas and practices which would best serve pressed, if not embattled, counselors.

It is our judgment that the process has been successful. Five monographs have been developed which deal with highly prioritized counselor needs and provide direct assistance to counselors. Singly or as a series, they can help counselors to heighten their awareness and upgrade their skills.

The titles of the five monographs in this series are: Needs Assessment! Who Needs It?, The Role of the School in Child Abuse and Neglect, Student Rights: Relevant Aspects for Guidance Counselors, Consultation as a Counselor Intervention, and Legal Concerns for Counselors. In all of the manuscripts the authors provide a brief overview of the historical background of the subject, speak to current trends and developments, offer a glimpse of directions for the future, and, most important, emphasize new roles for counselors and strategies counselors can use to be more effective in their work. Readers will also find extensive lists of helpful resources to which they can refer for more information.

The rewards for us in working on this project have been many. The support, interest, and cooperation of Don Severson, Carol Reynolds, and Norm Creange have been all that we could have asked for. The authors, while not always agreeing totally with our ideas, have been most responsive in incorporating our suggestions into the texts. Perhaps most of all, we feel rewarded by that certain look of discovery and pleasure evident in the faces of those who have reviewed the manuscripts. Like us, they experienced the joy of knowing that here at last was something that could really make a difference in what they do. That pleases us immensely! Because making a difference is, after all, what we and ERIC/CAPS are all about.

G.R.W.
L.B.

ABOUT THIS MONOGRAPH

All you ever wanted to know about consultation.... That statement may be a bit optimistic or too inclusive, but we believe that this monograph can provide answers to most of your questions concerning the role of consultant for the counselor. For those readers who may have been confused about the differences between counseling and consultation, Dr. Myrick clarifies the distinctions, acknowledging that there will sometimes be overlap. Arguing strongly for a systematic, carefully-planned approach, the author leads us step-by-step through the consultation process, and by means of taped interviews allows us to see the process at work.

Discussed also are such areas as individual and group consultation, teacher consultation, including a full plan for an in-service training workshop, parent consultation, research and theory in consultation, and a brief mention of some traps into which the unwary would-be consultant may fall.

Because Bob Myrick has been deeply involved with consultation as a researcher, as an active consultant to troubled school districts as well as to those wishing to avoid trouble, as a developer and teacher of training experiences for consultants, and as an author, he knows whereof he speaks. His extensive experience makes his predictions of the future of consultation worthy of attention, and counselors must take heed of their new role as consultants if they are to be truly effective in their work in the future. We hope that this monograph will be of real help in that process.

ABOUT THE AUTHOR

Formerly a school counselor, Dr. Robert D. Myrick has consulted with teachers, parents and administrators. His books, Facilitative Teaching and School Counseling: Problems and Methods, as well as published articles, monographs and educational films, reflect a developmental approach to guidance and counseling. He has led workshops and consulted with various schools, universities, career education centers, family services, and correctional institutions. He is editor of Elementary School Guidance and Counseling and chairperson of the APGA Board of Journal Editors. In recognition of his work, he received the 1976 distinguished service award from the Florida Personnel and Guidance Association. Bob is a Professor in Counselor Education, College of Education, University of Florida, Gainesville, Florida.

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CONSULTATION AS A COUNSELOR INTERVENTION

Robert D. Myrick

The Need for Consultation

Dale Jackson is a high school social studies teacher. In his first year he is experiencing some difficulties for which he is unprepared. Students appeared to like him at first. They cooperated and completed most of their assignments, but now classroom disturbances have increased. A few students disrupt the class by making side remarks which are barely audible, but distracting. One student particularly enjoys being the class clown and gives flippant answers to questions. Another joins in with sarcastic comments meant to make others laugh. Jackson senses that he is losing control of the class, as students listen less and complete fewer assignments. He makes repeated threats and sends some students to the office for discipline, penalizing others with lower grades and longer assignments. He wonders, at times, if he will be able to finish the year and doubts whether teaching is the best job for him. He fears that he will receive a low evaluation by the principal. Discouraged and disillusioned, he is not sure what he should do next.

Sandy Davis, a sixth-grade teacher, attended a workshop on group dynamics and procedures. She wants to integrate new ideas into her regular curriculum and is anxious to try some of the activities. She is not sure if one particular activity will work, even though it seems stimulating. It would help, Sandy thinks, if she could clarify her concerns and plans by talking with someone who shares her interest.

Julie, a second grader, is taking more time each day to get ready for school. She frequently complains about stomach aches in the morning and frowns when talking about school. When her mother or father try to help her with school work, Julie often becomes frustrated and angry. Working in the evenings on reading and spelling almost always develops into an unpleasant experience, with Julie's father scolding her for not working hard enough at her lessons. Some of the neighborhood children are teasing Julie, and more and more she is playing by herself. Mrs. Brown recognizes that her child is unhappy and that something needs to be done, but she is not sure what to do or how to do it.

Everyone has problems. Some seem to struggle more than others. When matters reach an intolerable stage, almost everyone seeks a trusted person with whom to talk--perhaps a neighbor, a close friend, a minister, a professional counselor. The person experiencing the problem usually wants the helper, whoever it might be, to listen, to react to ideas, and to explore possible solutions. Talking about and thinking through a difficult situation can help reduce anxiety, even though no solution or decision is immediately reached. Many people who are not under particular stress, but who want to try something new or innovative, also feel more confident and encouraged after discussing their ideas with someone else. All of these people can benefit from effective consultation.

The Counselor-Consultant: An Emerging Role

The counselor as a consultant is one of the more recent developments in school guidance. While a common function for elementary school counselors, consultation with teachers and parents has not been a primary concern of most secondary school counselors. Part of this situation can be attributed to the wide differences between elementary and secondary schools in terms of the nature of the student, teacher preparation and school organization. Moreover, counselors at these two school levels came into existence at different periods of time and for different purposes.

Secondary school teachers and other personnel, for example, in the past have tended to be subject matter-oriented, and only recently have they begun to give much attention to the nature of the learner and the learning process. In addition, high school teachers work with large number of students, and perhaps with a given student for only a 50-minute class period. When a teacher meets a class of 30 or more, and five or six classes a day, few opportunities exist for learning and understanding personal needs of students.

Counselors at the secondary level, likewise, tend to focus on helping students select appropriate courses, make vocational choices, and plan for entering a job or post-secondary school. They are also involved in students' school adjustment problems, usually by referral from teachers. More often than not, counseling in the secondary schools is crisis-oriented, and this is also true when the counselor works as a consultant to parents, teachers, and administrators.

By contrast, the elementary school teacher's preparation has focused more on knowledge of student behavior than on extensive knowledge in a particular subject field. Although school size and organization vary, the elementary school teacher is likely to see a student for more than one 50-minute class period. Because the child is young and more dependent than an adolescent, teachers at that level tend to feel responsibility for the development of a child's social and emotional life as well as academic skills. Teachers at the elementary level are, subsequently, often more aware of children who need help. They express their concerns and seek assistance in guiding their students. For many years, before counselors were in the elementary schools, good guidance was viewed as good teaching.

Elementary school counselors first appeared as child development specialists; and it was a natural role for them to counsel students on a developmental basis, to coordinate referral sources and guidance services, to integrate more personal guidance in the curriculum, and to serve as a consultant to teachers and parents. The consultation role was so well received that it is now a recognized part of most elementary school guidance programs.

As the number of elementary school counselors has increased and as their effectiveness has become known, the school counselor's role is being reexamined at all levels. Consultation as a helping role and service is currently receiving more attention in all schools.

Developmental Guidance and Consultation

Although guidance services may vary throughout the nation and from school to school, a dramatic change is taking place. Historically, pupil personnel services concentrated on the exceptional or emotionally disturbed child, the child who was having difficulty adjusting to school. Diagnostic techniques and remediation approaches were the central services of a guidance program. More recently, developmental counseling and guidance has been advocated as the most effective and comprehensive approach.

> Developmental guidance is the organized effort of the school to personalize and humanize the educational process for all students. The process involves a cooperative effort on the part of all school personnel to assist the child to understand himself and others, his opportunities, and his responsibilities, to the end that he might become purposeful in his approach to the educational experience in life (Dinkmeyer & Caldwell, 1970, p. 3).

In such a program, guidance and curriculum are integrated. As teachers, parents, and counselors work together, the school system becomes more responsive to the needs of children and children learn at optimum levels. According to Dinkmeyer and Caldwell (ibid.), guidance and curriculum can be unified in a workable program with the following results:

1. Maximum flexibility in the curriculum and an emphasis on understanding the individual.
2. Students progressing at their own rate.
3. An emphasis on success experiences and on recognition of individual assets.

4. An enriched curriculum where each child proceeds in terms of the greatest acceleration possible. This provides for the development of more realistic self-concepts. There is revision for independent study in areas where the child has specific or special interests.

5. Variation in learning in accordance with abilities, interests, and purpose.

6. A genuine concern with the ultimate goals of education and enhancing the individual's self-discipline and work. (p. 11)

A developmental guidance and counseling program places an emphasis on counselors, teachers, administrators, and parents working together. At the heart of this working relationship is the consultation process. In any effective developmental guidance program, the counselor will probably be viewed as a counselor-consultant, regardless of grade level.

The concept of developmental guidance first began in the elementary school, and Patouillet (1957) was one of the first to emphasize a consultation approach. He reasoned that someone was needed to coordinate the efforts of those who were working to enhance a child's personal and academic development. He advocated that this person is most logically the school counselor and that this person works primarily with parents, teachers and principals as a consultant and resource person. Likewise, Helpern (1964) believed that there was a need for a person who was trained as a counselor, social worker, and psychologist, and that this person would be most effective as a highly skilled consultant.

The report of the Commission of Guidance in American Schools was developed by Wrenn (1962) and attracted nationwide attention. It emphasized that counselors at all levels must adapt to a changing world by developing new skills and adopting new roles and functions. Although Wrenn stressed the need for consultation, he later indicated (Wrenn, 1964) that the need for the consultant role probably deserved even more emphasis than he had given it in the original report. Eckerson and Smith (1962), long time advocates of consultation as a primary emphasis in elementary school guidance, suggested that school principals should seek help from counselors and that such an interrelationship provides the promise for meeting the developmental needs of all children.

Personal counseling has become a counselor function that is generally accepted in our schools, but this has not been true of consultation. At times, the role of the counselor as consultant has become a hotly debated issue (Mayer, 1967; Muro, 1973). Mayer and Munger (1967) pleaded, for example, that the counselor should counsel students and not be trapped into losing valuable time with students by working with adults. They cautioned that the counselor should not be consumed by the consulting role.

Christensen, on the other hand, (1969) suggested that changes in behavior are more likely to be accomplished through changes in the behavior of the significant adults in the child's life than through direct services to the child. If this is true, then the use of consultation as a counselor intervention should become a fundamental function of all school counselors.

The use of consultation is also based on the assumption that a counselor works with a child or student less than an hour a week. By improving the teacher-student relationship and helping the teacher develop effective learning experiences for the student, the consultation process can have a more pervasive effect than counseling in a one-to-one relationship. Moreover, by collaborating and working with a teacher, the counselor can eventually reach more students and time is saved for those who need more individual and intensive help. Lewis (1970) concluded that by working through the people who influence the environment, all students can be reached indirectly.

In 1965 the Association for Counselor Education and Supervision (ACES) and the American School Counselor Association (ASCA) formed a joint committee to study the role of the elementary school counselor. In their report to the American Personnel and Guidance Association (ACES-ASCA, 1966), the committee identified consultation as one of the three major responsibilities of the counselor and described consultation in the following manner:

> Consultation is a process of sharing with another person or group of persons information and ideas, of combining knowledge into patterns and making mutually agreed upon decisions about the next step needed.

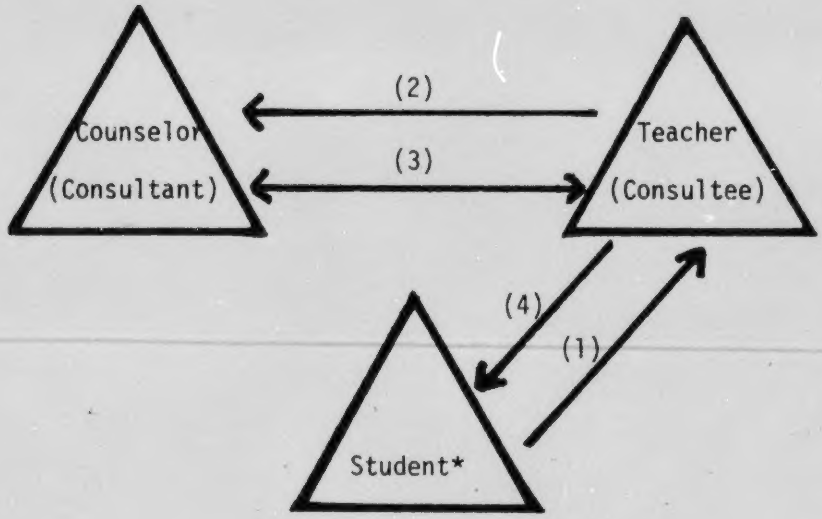
Consultation Defined

The counselor's consulting role, then, includes performing such functions as working with teachers, parents, educational specialists, and administrators on matters involving student understanding and student management. In addition, the counselor's knowledge of students will be used by curriculum committees, child study groups, and other educational personnel. Consultation broadly interpreted is a major function of counselors and undoubtedly will become even more significant in the future. Yet, relatively little professional material and few publications deal directly with the counselor's consultative functions (Shertzer and Stone, 1976).

It has been suggested that consultation is a process by which significant adults in the life of a child get together and talk about him/her. However, it is not always clear exactly what will take place in the consulting relationship.

According to Faust (1967) counseling is different from consultation. The primary differences are in the focus of the discussion and the kinds of relationships that are developed. For example, a teacher may need some more information regarding a child, or perhaps an opportunity to explore the expectations that might be realistic for a particular child or class. Sometimes a teacher may want to explore an instructional method or strategies by which a group of students can learn more effectively. At other times, the teacher may want to think through some ideas which will help motivate and stimulate children to think about themselves and others. In these instances the consultant focuses on some unit that is external to consultee or teacher. This general process of communication during consultation has been diagrammed in Figure 1, as adopted from Van Hoose, Pietrofesa and Carlson (1973).

Figure 1. The Consultation Process



* The teacher's need for consultation may stem from a source other than a student, for example, a lesson plan or learning activity that is not going as well as predicted, or an environmental condition that might need to be changed.

Using the illustration above, the student has created a need for the teacher to seek out help from the counselor-consultant (1,2). The counselor-consultant and the teacher, and perhaps other professionals or parents, share information, ideas, and perceptions (3). Finally, the teacher or consultee puts into action a new idea or plan (4) based upon the plans, strategies, and insights that were developed during the consultation process (3).

Dinkmeyer (1968) provides a comprehensive definition:

> Consultation involves sharing information, ideas, coordinating, comparing observations, providing a

> sounding board and developing tentative hypotheses for action. In contrast to the superior-inferior relationship involved in some consultation, emphasis is placed on joint planning and collaboration. The purpose is to develop tentative recommendations which fit the uniqueness of the child, the teacher and the setting. (p. 187)

McGehearty (1969) has helped answer the question: Who is the client? In counseling the process is usually initiated by the counselee or client and the counseling sessions involve the counselees' concerns and personal growth. By contrast, in consultation the process is initiated by someone who is concerned about someone else, such as a student. There is an attempt to help that student, many times without his/her knowledge. The student may be an unknowing client.

Lundquist and Chamley (1971) view the counselor as both a counselor and a consultant in the relationship with the teacher. They list six counseling functions that help define the consultation relationship, believing that the counselor-consultant should help the teacher or teachers to do the following:

1. Develop an increasing awareness of their affective domain and how it relates to their professional identity and fulfillment of their roles as teachers.
2. Develop an awareness of how their intrapersonal feelings influence their roles in the educative process with children.
3. Identify the interpersonal feelings they own.
4. Develop more positive attitudes about feelings they possess so that they may function more effectively with students in the total learning environment.
5. Relate to other professional people in more effective ways.

6. Feel personal and professional support in crisis situations. (p. 364)

Obviously, these conditions suggest that the counselor, as a consultant, give equal consideration to helping the teacher or teachers grow personally, and become more aware of themselves and how they can relate more effectively with others. It is assumed, then, that the teaching process will improve.

McClain and Boley (1968) also emphasize the "complementary" nature of the counseling and consultation function. There can be no doubt that many of the skills identified with a counseling process are also part of the consultation process. The issue appears to focus more on the degree to which the counselor-consultant is assisting the consultee to make personal changes.

The consulting relationship has also been described in some detail by Munson (1970). He believes that consulting relationships can be differentiated into three levels, although the relationship is continually building from the first time that the counselor and consultee meet together. The first level relationship usually centers upon external matters that are not personally threatening or emotionally intense. These might include such things as curriculum, a discipline problem, and the like. During the second level, the relationship becomes more intense and dynamic:

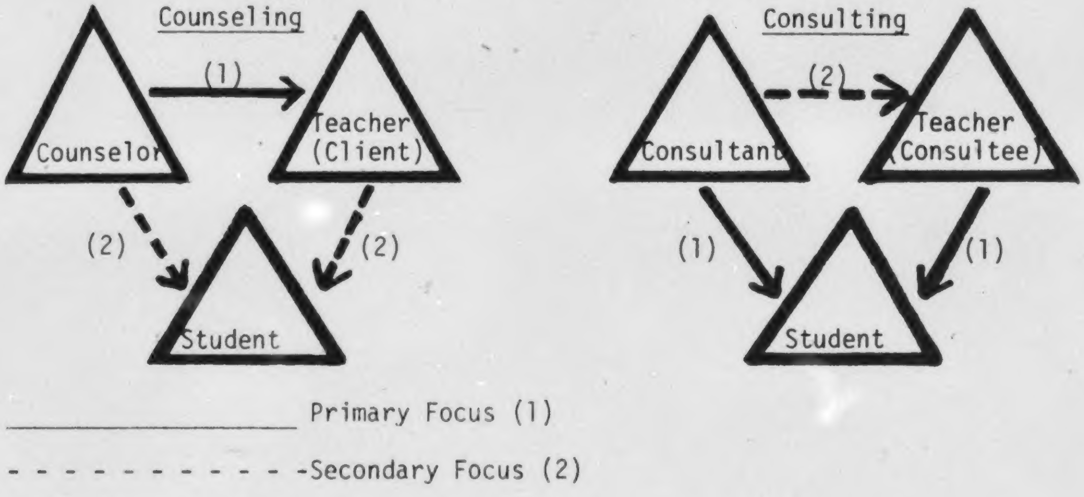
> It is at the second level of consultation that the more creative and innovative practices are encouraged. Assuming that the consultant is aware of and concerned about his relationship with the consultee, he can begin to intervene in ways which can result in a positive influence on the learning environment.

> He functions very much as he would in a counseling relationship. He reads feelings, he encourages the expression of feelings, he is aware of attitudes. He is involved with the teacher. He is concerned with his growth. He cares. (ibid., p. 124)

At the third level, the relationship is extended even more. It has the same quality and intensity but is continued in time. While Munson does not suggest that the counselor use this phase to begin a counseling or therapy relationship, it appears that such a focus and direction may make it difficult for the relationship to become anything other than counseling or therapy.

Faust (1968) has argued convincingly that the consulting and counseling relationships are distinctive. The relationship of consultant to consultee is more objective and exterior to self, while that of counselor to counselee is more personal and subjective. Although counseling and consulting relationships both involve self-perceptions and the change of behavior, the kind of relationship needed to focus on self-perceptions and changes is different (see Figure 2).

Figure 2. The Focus of Consultation


Counseling
(1)
Counselor
Teacher
(Client)
(2)
(2)
Student
Consulting
(2)
Consultant
Teacher
(Consultee)
(1)
(1)
Student
Primary Focus (1)
Secondary Focus (2)

In the counseling relationship, the counselor focuses primarily on the counselee (1) and the student, colleague, principal, or classroom strategy, receives only secondary emphasis (2). In counseling, the students are viewed only in terms of how they come into the life space of the teacher, their role, their impact, their meaning and influence on the client or teacher. In the consultation relationship, however, the counselor will assist the teacher (2) to talk about feelings, self-perceptions, and personal problems, but only as related to the external unit--student, colleague, principal, or classroom strategy (1).

For example, let us suppose that Mr. Jackson, in the opening example, approached the school counselor to talk about the problems occurring in his classroom. As he began to talk, however, he interjected the idea that he is still living at home with his parents and that this has complicated his dating and social behavior. His unhappiness both with parents and the living situation has made it difficult for him to prepare his lesson plans. In a counseling relationship, the counselor might think, "What are the underlying sources of conflict between the client and his parents, and what has prevented the client from doing something about his unhappiness?" On the other hand, while this information may be helpful to account for the teacher's lack of preparation, classroom behavior, or general mood, in the consultation relationship the counselor as consultant might be thinking, "How is this related to his effectiveness in the classroom, and how might he resolve some of the problems that are confronting him here at school?"

When a troubled teacher has an opportunity to work with a counselor, he/she may, at either an unconscious or conscious level, try to manipulate the counselor into a counseling relationship (Faust, 1968). If successful, the primary focus and greatest amount of time in the session will probably be devoted to personal insecurities or problems that the teacher is experiencing rather than how those experiences relate to the classroom situation.

These same concepts can also be applied to group consultation. According to Faust (1968), "Group consultation might be described as three or more persons meeting to discuss a problem through focusing largely on units external to their more personal selves. At least one of the three or more persons is a counselor" (p. 38).

Faust maintains that when a group of teachers meets without a professionally trained counselor for the purpose of solving a problem, something other than consultation is taking place. He maintains that group consultation with a professional counselor is unique. The counselor can provide special dimensions to the group discussion which will help the group be more systematic in their approach and, in most instances, involve a greater consideration of the dynamics of human behavior. Many times the problem is complex and the presenting problem is not the critical issue. It takes a skilled counselor-consultant to help teachers examine the meanings of behavior and to develop approaches that will provide effective learning climates.

The Consultation Process

Because consultation is a relatively new development in school guidance and counseling, the professional literature is limited in the area of theory, process, and outcomes. Eckerson and Smith (1962) reported that only 3% of the principals they surveyed indicated that their school counselors spent "most of their time" with teachers, as compared with 77% who spent "most of their time" with students. They also reported that those who acted as consultants dealt primarily with social-emotional problems in crisis situations. Recent developments have provided new ways of looking at types of consultation.

Types of Consultation

Consultation can be described in three different ways (Myrick & Moni, 1972). The first is *crisis-consultation.* In this kind of situation, the counselor-consultant works with a consultee who is experiencing an urgent problem. Counselors typically face this situation when a teacher has had an intense conflict in the classroom and comes to the counselor for aid. Two girls, for example, might pick at each other in class until one day a fight erupts. The teacher then asks the counselor for help in finding solution to the problem. Or if the girls' parents request a meeting with the teacher on short notice, the counselor might be consulted quickly as to how best to handle the situation. In cases like these, the counselor is in the position of providing emergency first aid--"hurry up and fix it up." This type of consultation is difficult because of the extra psychological stress and defensiveness which are usually present during crises. The same situation occurs when consulting with administrators or parents who wait until matters have reached a critical stage.

In *preventive-consultation,* the second type, the consultee may not be experiencing a crisis, but senses that one could develop. In this case, for example, particular behaviors or events signal the teacher that a student or group of students is headed toward some unusual difficulties and preventive intervention is needed. In preventive consultation a teacher is likely to be more open to constructive change because there is less need to be defensive, matters are perceived as potentially troublesome but not overwhelming, and time is not of the essence. This kind of consultation allows for carefully thought-out and planned strategies developed jointly by the teacher and counselor. This method can also be used in working with parents when a potential problem has been identified.

Mr. Jackson could surely take advantage of the services of a counselor-consultant. Together they might develop a plan which would reduce inappropriate student behavior, as well as help the students to find class more enjoyable and become more productive. Effective consultation, with a subsequent plan of action, might also prevent Mr. Jackson from becoming so disillusioned and depressed that he leaves the teaching profession.

By consulting with a school counselor, Mrs. Brown, our second example, might be able to prevent her daughter from becoming a social isolate because of troublesome peer relationships, or from developing some psychosomatic disorder. Together, they might devise a plan to help the girl get along with others better and like school more. They might decide to involve Julie's teacher, who could possibly contribute by planning some activities to help Julie feel more successful at school. The counselor might also counsel with Julie. Perhaps family counseling would be determined to be the most appropriate action to take in order to effect the changes necessary to prevent more intense problems later.

The third approach is referred to as *developmental-consultation.* Although this might also be seen as preventive, the focus is more on facilitating conditions of learning and positive growth behaviors than on preventing something from happening. Developmental consultation is concerned with classroom and school learning climates, with attention given to the needs of all children. The counselor-consultant works as a human behavior and relationship specialist, helping consultees to explore their own attitudes and interactions with students as well as the conditions favorable for learning.

Sandy Davis, our sixth-grade teacher introduced earlier, wanted to help children learn by doing, to help them express their ideas and feelings more. She wanted more personal involvement in the learning process. She had some ideas but wasn't sure they would work in her classroom. She didn't feel as successful as she wished to, although the children seemed to enjoy themselves. She also wondered if the activities she planned were just "fun and games" or whether they played an important part in helping children learn. Consultation with the school counselor helped Sandy think about the activities, organize them into a series of lessons, and evaluate the results. The counselor also arranged a "teacher seminar group" where Sandy and other teachers, with the counselor, shared ideas about affective education. As a result of consultation, Sandy became a more facilitative teacher (Wittmer & Myrick, 1974).

Parent effectiveness training and child study groups (e.g. Gordon, 1970; Dinkmeyer & McKay, 1975; Driekurs, 1964) might be described as developmental approaches in consultation. The emphasis in such programs is on improving relationships, enhancing living patterns, and developing conditions which assist in child and family development.

Attempts have been made to classify consultation in various ways, for example, on the basis of individual or group consultation. It may also be viewed in terms of who is present, where the consultation takes place, the circumstances involved, or the special focus of the sessions. For example, one might speak of consultation in terms of parent consultation, teacher consultation, in-service teacher-training, staffing, case conference, classroom problems group, guidance committee, child study group, teacher seminar, and so forth. Still another means of classifying consultation approaches is by the methods used (e.g. interpersonal skills consultation, behavioral consultation). All of these, however, can be related to the three major approaches described above.

Initiating the Consultation Process

Self-initiated consultation

Whether or not consultation is initiated by the consultee or by the consultant can make a difference in the consultation process, whether it be with teachers or parents. Self-initiated consultation obviously has many advantages. The consultee is usually motivated, ready to work, eager to share ideas, willing to try new approaches, and feels a need for help or assistance. Sometimes the consultee will simply want more information in order to understand a child or student better. At other times the focus will be on trying to understand the relationship between the teacher and the child and how it is affecting work in the classroom.

However, the consultant should not be lulled into thinking that the process of consultation is necessarily going to be easy. Many times the presenting problem is not the real problem: sometimes teachers (or parents) will begin by talking about something that, although important, is not the matter they really want to talk about. At either an unconscious or conscious level, choosing a relatively "safe" topic to discuss is one way of testing the relationship and determining if the person can risk exploring feelings and ideas. Just as this phenomenon occurs in counseling, it also occurs in the consultation process.

Other-initiated consultation

Other-initiated consultation usually comes as a result of the consultee's being perceived by someone else as needing help. This type of consulting is more difficult because the consultant must prepare the consultee for consultation. Almost everyone has heard the old adage, "You can lead a horse to water, but you can't make him drink." No matter how much the consultant may want to help resolve a problem or work in a consulting relationship, the ultimate responsibility always remains with the consultee. It is the consultee that must experience a readiness for change, and change is a complex process. People tend naturally to resist change, even when they sense that a change is needed. For some people, to change is to admit defeat. To admit defeat is to acknowledge oneself as a failure, and this perception is painful.

If the principal, for example, has requested that the counselor-consultant help Mr. Jackson with his classroom difficulties, the counselor must recognize that the request is a referral and that Mr. Jackson may resist outside help. While the referral might be justified, some attention must be given to helping him become a willing participant.

In an other-initiated consultant relationship, the counselor may want to confront the teacher directly. This straight-forward and candid approach may have merit, but it is also risky. The teacher may become defensive and even more resistant to change. Perhaps a more effective approach might be to talk with the teacher about classroom experiences, with the intent of first learning how the teacher sees the situation.

Imagine yourself in this situation. The counselor says to you, "It was brought to my attention by the principal that you are having some problems in your class and he's asked me to help you. Where would you like to start?" Your feelings would probably be ruffled, you would become defensive, and you'd say to yourself, if not out loud, "And who do you think you are?" On the other hand, if you talked with someone who was an empathic listener, someone who asked questions and attempted to clarify your ideas, and in the process helped you talk more about your work, there is a high probability that you would be willing to explore some of the problems that you were experiencing. This would be particularly true if from this person you were able to feel trust, warmth and respect. Then, a few questions might be asked and answered more readily.

Contrast the former question with the following ones: "Are there any particular things that concern you at this point in your teaching?" Or, "At this time of the year, what would you say has been one of the most satisfying aspects of your teaching? One of the most dissatisfying?" Or, "How do you think the students see you at this point?" Or, "How would you assess your present teaching situation? How do you think the students might answer that question?" These open-ended questions might help a teacher develop the right frame of mind for working and discussing problems. Such an approach would also help the counselor-consultant understand the teacher's viewpoint and allow time to build a working relationship. This same approach can be most effective when a counselor or teacher is consulting with a parent who has been "called in for a conference."

When the consultee must be confronted or approached because of a referral, the counselor-consultant should remember that it is usually painful to be singled out as someone who is in need of help, even when the consultee senses the need. There is an initial feeling of being judged and evaluated. Therefore, in the beginning stages the consultant will want to help prepare the consultee for consultation by asking sensitive questions, being an active listener, and showing genuine interest.

Increasing Self-Referrals

The counselor can do many things to help increase the number of teacher (or parent) self-referrals. First, the faculty and community should be aware of the services of the counselor-consultant. This can be done through personal visitations, newsletters, faculty meetings, teacher organization meetings, team meetings, and so forth. More often than not, however, the actions of the counselor speak louder than anything written and distributed.

A counselor can develop a weekly schedule that provides time both for consultation and for immediate follow-up when assistance is requested. Rather than wait for appointments, the counselor might initiate developmental consultation meetings with teacher-teams or individual teachers. It is important that consultation be viewed as a developmental service in the school, and that to seek consultation does not necessarily mean that a teacher is doing an inadequate job or is in need of help. When consultation can be done on a positive, developmental basis, such as discussing a new way of designing a teaching unit or a new group approach in the classroom, then, when a crisis is developing, the teacher will be more apt to seek out the counselor before matters become explosive.

The Helping Relationship in Consultation

It is interesting to note that even though counselors are prepared to be relationship specialists, their role with teachers has not always been popular. According to Fullmer and Bernard (1972), "Many teachers have disdain for, if not active distrust of, counselors. And many counselors blame the inadequacy of their program on teacher resistance, active opposition, or indifference" (p. 216). Kushel (1967) reported that discord and misunderstanding are a reality in most teacher-counselor relationships. He went on to suggest that this is usually because of a breakdown in communication and that many teachers view the counselor as working from a position of superiority and, sometimes, incompetence.

Below are some common complaints collected in workshops led by this writer that teachers have had about counselors:

1. "The counselor is a person who sits in his office and sees a few kids each day, while the rest of us have to work with all the kids and on a time schedule."

2. "We have no choice in whether or not we will work with a child, whereas the counselor does."

3. "When you refer a child for counseling, it takes the counselor weeks before he gets around to see the child, and by that time, the problem has resolved itself or at least died down."

4. "When you refer a child for counseling, you never receive any follow-up. I never know what happens. When I ask, the counselor gives me that air of, 'I am working with him,' and I'm left in the dark because everything is supposed to be confidential."

5. "Counselors tell us nothing because they have a confidential relationship with the child, as if we are not professional and not interested in helping."

6. "They always listen to the student's story but spend very little time listening to ours. They side with the child, the parent and the administration. Who is going to side with us?"

7. "They see the child just after we've had a big blow up, and then they come across with the idea that we should give the child just one more chance. I have been giving one more chance every week for the past six weeks."

8. "There is just not enough time in the day to get everything done--papers to correct, lesson plans to make out--and I don't have time for conferences during the day. The counselors can't seem to understand why I am reluctant to stay after school or why I can't follow through with some of their suggestions."

9. "Our counselor is in her first year of counseling and it surprises me that, even though she had 7 years in the classroom, she quickly forgot what it is like to be a teacher."

At least one study, however, conducted by Sherman and Shapiro (1969) suggested that these complaints against counselors by teachers are not universal. The investigators began their study with the assumption that counselors and teachers do not get along well, and they gathered evidence from 22 schools and 418 teachers by means of a teacher-counselor communication inventory. They found that teachers generally perceived counselors as having friendly and cooperative attitudes and ranked personal characteristics as being more significant than professional ones. When asked ways in which counselors might be more helpful to teachers, those ranked highest were: (a) helping with pupils who are referred, (b) providing more information to promote pupil understanding, (c) helping with students, and (d) identifying students who have special problems. The two lowest ranked methods of providing help were: (a) supporting teachers in contact with administrators, and (b) helping with personal problems. The study revealed that teachers appeared to lack information about the counselor role. Heavy schedules for all school personnel acted as barriers. Teachers mentioned that either the counselor or the teacher was too busy, or that they had conflicting schedules. It was also brought out that counselors were not accessible either because of location or availability, and that counselors used confidentiality as a rationale for not telling teachers more about students. Another finding by Sherman and Shapiro was that the highest ranked methods of communication were teacher visits to the guidance office and casual meetings around the school. Fullmer and Bernard (1972) suggest that counselors need to reach out and find new ways of communicating with teachers and that they can improve matters by visiting and working with teachers in their classrooms.

Dinkmeyer and Caldwell (1970) outlined some necessary conditions for consultation. These include the following:

1. The consultant must be perceived as one who cares and is capable of giving help. He must indicate by his prompt response to request and by his empathic attitude that he shares the teacher's concerns.

2. Readiness for consultation is essential.

3. There must be a relationship with mutual respect, trust and confidence. This includes a genuine respect for the teaching profession and a comprehension of the complications involved in teaching.

4. There is a mutual alignment of goals and purposes.

5. The consultant is empathic. This is indicated by his prompt response to request and by his attitude that he shares the teacher's concern.

6. There is an emphasis placed on the development of a collaborative relationship.

7. The responsibility and decision for using or rejecting any plan always remain with the consultee.

As Dinkmeyer and Carlson (1973) have indicated, a collaborative relationship is fundamental to any consultation process, and this relationship must be based on the belief that consultation is enhanced by cooperative problem-solving approaches. Even though some teachers may enter the consulting relationship passively and hope the "specialist will solve their problem," there is little chance that the time will be productive unless the teachers bring to the situation their own ideas, perceptions, values, emotions, recommendations. "The lack of effective consultation procedures usually has been based upon a failure to recognize that the teacher must become involved and make decisions about the kinds of recommendations which are appropriate not only for the child but which are possible" (ibid., p. 167).

Communication in Consultation

Communication is important in consultation. Because the consultant is a specialist in human relationships and communication, s/he should be aware of the "multi-faceted messages"--which include events and feelings that occur in the consultation process. That is, the consultant must hear both the words and the affect in order to get the message from the consultee. For example, when a teacher is encouraged to describe and analyze the kind of "teacher talk" that occurs in the classroom, it will be helpful to have knowledge of ineffective teacher-student messages. Dinkmeyer and Carlson (1973) provide a list of ineffective classroom messages:

1. Ordering and commanding
2. Warning and admonishing
3. Exhorting and moralizing
4. Advising and providing solutions

5. Lecturing
6. Judging and criticizing
7. Praising and agreeing
8. Name calling and ridiculing
9. Interpreting and analyzing
10. Reassuring and sympathizing
11. Probing, questioning, and interrogating
12. Withdrawing, hearing and diverting (pp. 153-154)

The same kind of communication can also take place in the consultation process. If a consultant is to establish an atmosphere for the open sharing and exploring of ideas, then communication must be two-way. It involves both the verbal and non-verbal expressions by both parties involved in the consultation process. The authors have also analyzed some consultant techniques that can influence the response of the consultee. The following is a list of their suggested leads and focus:

1. Techniques which focus on content:
    a) summarizing what has been explicitly stated
    b) encouraging continuation, as "Tell me more about..."
    c) verifying beliefs, as "You seem to believe..."
    d) asking questions to explore systematically the transactions with the clients, as:
        1. What did you do?
        2. What did the child do?
        3. How did he respond?

    4. How did you respond?
    5. How did you feel?
    6. What did you do about his response?
    7. What was the child's reaction to your response?

2. Techniques which elicit affect and encourage expression of feeling:
    a) restatement of feelings
    b) reflection of feelings
    c) silence

3. Techniques designed to facilitate self-understanding, awareness of one's own part in the transactions:
    a) clarification, as "You believe..."
    b) restatement of content and hidden message
    c) questions which enable the consultee to see the psychological movement in the transactions with the client.

4. Techniques designed to analyze the purpose and the dynamics of behavior to develop insight:
    a) confrontation
    b) tentative hypothesis
    c) exploration of feelings during client's actions
    d) definition and analysis of purpose

5. Techniques designed to facilitate new responses, procedures for improving the consultee-client relationship and methods for modifying the behavior:

a) encouragement

b) development of choices

c) enlargement of consultee's view and presentation of alternatives

d) establishment of goals

e) establishment of procedures

f) formulation of change strategies (ibid., pp. 155-156)

The leads are intended to be a part of the consultation relationship which is natural and sensitive to the personalities involved. They are used primarily to encourage discussion of the situation and should not be used mechanically. They assist the consultant and the consultee to arrive at a mutual diagnosis, evaluation, and a set of goals. They are designed to create a climate in which effective communication provides the basis for understanding.

Most teachers will ask for help when they are having trouble with their class or a child (Kaczkowski, 1967). At that time, they are feeling inadequate and want help from a person they consider to be an expert. Since consultation is not concerned with the personality reorganization of the teacher, the question becomes: What can the counselor-consultant do for the teacher? Although the communication of acceptance, warmth, respect, openness, and empathy are crucial, a truly helpful answer will certainly involve more.

Steps and Stages in the Consultation Process

While communication and the mutual alignment of goals are important aspects of the consultant function, consultation can be viewed as involving certain steps or phases. Lippitt (1959) was one of the first to examine the different phases of the consultation process. He identified seven phases which help bring about change:

1. The development of a need for change.
2. The establishment of a consulting relationship.
3. The clarification of the client's problem.
4. The examination of alternative solutions and goals.
5. The transformation of intentions into actual change efforts.
6. The generalization and stabilization of a new level of functioning or group structure.
7. The achievement of a terminal relationship with the consultant and a continuity of change ability.

The assumption here, of course, is that the consultee learns to acquire new procedures and methods for adapting to change and that a systematic consultation procedure can affect a total organization or system. Schein (1965) suggested a similar six-stage process.

Lauver (1974) described what he called a "systematic approach" to consultation. The approach consisted of seven steps, and these were identified as:

1. Identify the problem.
2. Identify a desirable outcome in operational terms, terms

that will allow you to know whether the outcome has been achieved.

3. Observe the situation for relevant information.

4. Identify behaviors and events that encourage and discourage students.

5. Devise a plan around these behaviors and events.

6. Try out the plan.

7. Observe the results and compare what has happened with what was desired.

Such a structured approach can be helpful. It gives direction and incorporates specific activities and an evaluation of outcomes.

Another attempt at identifying significant aspects of communication in the consultation process has been outlined by Myrick (1971) and Wittmer and Myrick (1974).

A Systematic Approach for Consultation

Recognizing that a systematic approach can be helpful, the following seven steps are suggested as one way of approaching the consultation process. In each of the seven steps, particular attention is also given to the consultant's behavior or focus.

Step 1: Identify the Problem

The first step in any kind of consultation is to identify the problem or concern. This sets the process apart from other kinds of conversations and gives direction to the discussion. In this first step, the consultant should be a listener. Regardless of the problem presented, which may not be the one that eventually will receive special attention, the consultee needs to talk out or "get out" feelings and impressions about the situation. This represents a cathartic experience for the consultee and is necessary if a more rational approach to the problem is to be developed later. It also helps the consultant to establish the conditions of a helping relationship (e.g., understanding, regard, warmth and caring). The more intense the crisis, the more important it is to establish the helping relationship and help the consultee to vent feelings. Time for this experience is proportionate to the nature of the problem and the intensity of the emotions.

In the following excerpts, taken from an actual consultation transcript,* an elementary school teacher is assisted to talk about the problems she faces in her classroom.

Counselor: I wonder if you could describe the situation and help me get an idea of some of the things that are happening.

Teacher: You name it and it's happening. These kids are about to drive me crazy!

Counselor: You've about reached the end of your rope with them.

Teacher: You'd better believe it! That's why I told Mr. Brown (the principal) this morning--either those boys get suspended or I'm going to take sick leave for the rest of the year!

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* The author is indebted to Mike Barnett, Counselor, Marion County Schools, Ocala, Florida, for the consultation transcript.

C: It sounds like you are really fed up with the whole situation.

T: I am fed-up with the whole mess! I shouldn't have to put up with this kind of stuff every day. I am supposed to be a teacher and not a prison guard!

C: It doesn't seem fair to you.

T: It sure doesn't. It is about time something was done about those boys...and all the stuff they do all day!

C: I wonder if you could share with me some specific examples of some of the things that the boys do.

T. Well, take Bob, for example, he hasn't done any work all day. He has spent the whole day fooling around. The other kids see him doing it and they think, "Hey, if he can do it, so can I." And that gets everybody started! Next thing I know, everybody is fooling around.

C: So he starts something and then everybody is doing it.

T: That is exactly what happens. It's hopeless. I can't spend all morning trying to keep him from messing around and at the same time trying to teach all the other kids subject matter.

C: It really seems like an impossible thing to do.

T: What makes it worse is that he is not the only one. It is all four of them! And that is not the only thing that they do.

C: What are some of the other things the boys do that bother you so much?

T: O.K. For example, take yesterday afternoon. We were just starting to do our reading workbooks and Tommy...

(At this time the counselor begins taking notes and listens for specific behaviors of the children which seem to run through the teacher's comments.)

C: (Later) Let me see if I understand what you've said. The boys bug you the most with things like refusing to do their work, wandering off when you send them on errands, clowning around, and when one of them starts something the others pick up on it too.

T: That's it in a nutshell!

Step 2: Clarify the Consultee's Situation

An analysis of conversations between most people shows that talk is rapid and several ideas are introduced in a brief period of time. Ideas are not necessarily linked together logically. Rather, it is quite common for people to string together several ideas and occasionally digress to include some irrelevant information. The counselor consultant cannot and should not respond to everything. It is essential that the consultant be a selective listener and, through appropriate consultant leads, encourage the consultee to be more systematic in discussion of the problem.

More specifically, the consultant should selectively listen for and encourage talk about: a) feelings of the consultee, b) specific behaviors which have influenced the consultee's ideas and conclusions,

c) what the consultee seems to expect in the situation, d) what the consultee has already done up to this point in time, and e) positive attitudes and behaviors that are already present in the situation.

In the case of our teacher, the counselor consultant prepared a list of six specific problem behaviors mentioned by the teacher in the first session. Those behaviors were placed on a chart with a rating scale from 1-5 (see Figure 3).

Figure 3. Classroom Behavior Rating Scale

	5 Always	4 Usually	3 Sometimes	2 Rarely	1 Never
1. Draws inappropriate attention to self (e.g., makes loud noises, clowns, etc.)					
2. Refuses to do what is asked (e.g., gets out of seat, is noisy, etc.)					
3. Completes assignments					
4. Mimicks other children's inappropriate behaviors (e.g., chain reaction effect)					
5. Returns from errands in acceptable time period (e.g., doesn't wander off, etc.)					
6. Is disrespectful (e.g., uses profanity, argues)					

In the following excerpts taken from the second meeting the counselor consultant is attempting to clarify the consultee's situation and identify some target behaviors.

C: These are the things that we talked about last time, things that we might want to focus on. I wonder if we might be able to rate each of the boys in terms of how often each of them does each of these behaviors.

T: That is really hard for me to do because these are all tied in with each other. They might do one of these one minute and one of the others the next minute.

C: It is really hard to separate them like this.

T: It is really hard to separate them. For instance, Bob might be doing number 1 while Tommy would be down here doing number 4... And one of the others is down here doing this one. These are typical things that are going on all the time, but...

C: But they are all jumbled up together.

T: That's it!

C: That's really the reason that I separated them like this. That way we can focus on specific things instead of trying to focus on everything at one time.

T: What makes it so hard for me is that I am trying to teach subject matter. You have got to remember that. I can't focus on behavior at the same time I am trying to teach reading or math. Do you see what I mean?

C: You're saying that these are so tangled up and that you don't have much time.

T: Yes, I just don't have time to do all this. It would be really difficult to do this. These are just things that they do all the time every day.

C: So all of them do all of these things all the time.

T: Yeah. That's it. Like returning from errands. If I didn't get on them every day all the time they would never come back.

(At this point, the consultant realizes that the consultee is defensive in recording baseline data for the problem behavior, and the conversation moves away from the inventory and back to clarifying the behaviors in the classroom and the teacher's reactions.)

C: (Later) It seems from what you have said that maybe this (points to #1) and the mimicking thing are what you see as maybe the key things. I am wondering if it might be better for us to just pick one or two of the key things that we might want to work on and like you said maybe the other things will fall in.

T: O.K. Let's say that we pick number one. What are you going to do about that? How are you going to cope with that? What would you suggest we do?

Step 3: Identify the goal or desired outcomes

Goals can be general or specific. A general goal might be, for example, to help improve a child's self concept. A specific goal related to that general goal might be: to help the child be able to list at least three positive characteristics about self that would make him/her a valuable friend. The more specific goal is stated in behavioral terms and can be observed. A series of such behavioral outcomes might lead to the accomplishment of the more general goal. In the example of our teacher, a general goal might be to help improve the learning climate in the classroom, or to help the students adjust to the classroom situation. A specific goal might focus on particular student or teacher behaviors, such as completing assignments, starting work without additional directions or encouragement, attending to assigned work, raising the hand to signal a willingness to participate in discussion, and so forth. It is usually more effective to set goals that can be operationally defined, that are positive, and that call for the student to do something, rather than to request obedience or that the student not do something (e.g., "Don't interrupt others when they are talking," can become, "Each one can have a turn. Raise your hand when you want to participate.")

Goals need to be arrived at and agreed upon together and as part of the consultation process. While counselors often listen to children and use methods that lead to more self-understanding and more effective decision-making, work with parents and teachers often deteriorates into mere advising and reassurance. The counselor consultant needs to call upon the very best communication skills with teachers as well as children. The consultant needs to be selective in the kinds of responses that are made to a teacher in order that a more systematic approach to the problem can be developed.

In general, it is usually best to avoid rushing in with advice or favorite recipes for change. Teachers are somewhat suspicious of specialists and have reported, "Their advice never seems to work," "They don't seem to understand the situation," or, "They have some great ideas, but they are not very practical; and they are difficult to put into practice when you are working with thirty children." As a general rule, almost all people tend to resist advice and usually respond with something like, "Yes, but..." or, "I see what you mean, however...." After acknowledging the advice, the tendency is then to be defensive, present another point of view, or give reasons why the advice is inappropriate or won't work.

The consultant should also avoid early interpretations of behavior. Unless s/he feels that it is going to benefit the teacher's immediate overall perception of the child or help modify teacher behavior in the immediate future, interpretations are best offered at a later time. Interpretations can be helpful when they are viewed as part of a rationale for a plan of action, but, like advice, interpretations have led to complaints by some teachers who think they are being given a textbook diagnosis: Billy has a poor self concept and needs tender loving care; Joan comes from a broken home, and it is understandable why she would seek so much of the teacher's attention; David is a hyperactive child, and that is the reason why he can't sit in his seat.

Instead of premature advice or a classic interpretation, the counselor might first reflect feelings of the teacher and clarify ideas so that the teacher is encouraged to present all aspects of the problem. These will include the angry feelings and negative perceptions of the child. Responses such as, "Billy has really upset you today," and, "You are feeling frustrated after having tried so many things." Or, "I can sense your concern for him," and, "You really like him even though he is causing you a lot of problems now," tend to communicate empathy, respect, regard, and the other helping conditions, which is what the teacher most likely needs in the beginning.

It is important that the consultant clarify the child's behavior which has lead to the teacher's inferences, especially if the teacher says something like, "This girl is disturbed and needs help," or, "She is a lazy child and gets into trouble all the time." What behaviors have led the teacher to conclude that the child is lazy? In trouble all the time? These behaviors not only serve as an indicator of the problem, but they can be useful in measuring change. By identifying those specific behaviors that are desired or which seem more appropriate, goals can be established.

It is also effective to acknowledge or reinforce positive feelings, attitudes, and behaviors which are an important part in the learning process. Most teachers need reassurance that they have been doing something right to help the child and that they have not been totally inadequate. Statements like, "You know, I can tell that you were really irritated, but you were able to refrain from embarrassing him in front of the class, and this probably avoided his making an even greater disturbance." Or, "Although he can be lazy and uncooperative, you think he has a sharp mind and is capable of doing the work." These kinds of responses focus on the positive and set the tone for developing a plan which will meet the needs of the child and the teacher.

In our illustration, the teacher has requested the counselor to tell her what to do. Rather than rush in with advice, the consultant again encourages the teacher to talk and helps her focus more on what has already been done. Why suggest ideas if the teacher has already tried them? More important, when the teacher talks about what has already been done, the consultant can learn how resourceful the teacher is and how certain methods have been applied.

C: Well, let me ask you. What kinds of things have you done so far?

T: Mmmmmmm! Well, we have opened it up for a rap session. A discussion with the whole class... (The teacher then describes this method of dealing with the problem.) I try to make them see their mistake instead of my just telling them.

C: Trying to get them to have their own insights.

T: That makes them think about it.

C: You are saying that you have found that to be pretty effective.

T: Usually it is. (Teacher goes on to describe more of the process used for discussions, and then describes the use of punishment and peer pressure.) The kids have given me a lot of things to do. Like, "I think he should be put outside." They will say, "We are trying to do our work and we don't want him in here." "He is bothering us."

C: You've used peer pressure and found it to be effective.

T: Yes, and the kids have also recommended isolation... (Teacher explains types of isolation she has used.)

T: Also, I had two means of punishment that I used in my class that were taken away. The principal gave the word that we were forbidden to do it because somebody took advantage of it. (Teacher then describes the use of tying children in their seats to get them to sit down and placing paper bags over their heads to get them to stop talking.)

T: The principal called us all in and said, "I know some of you use this method (tying down) but it will be used no more! Don't ever do it again."

C: So that's out.

T: The other thing was used to cut down on their talking. I had two great big grocery bags that I wrote "SHHHHHHHHHH" on. We decorated them, and when two kids couldn't control their talking, I would get the two thinking hats and tell them that they had to sit there and think for five minutes about what they were supposed to be doing. That worked miracles! Then the principal came in and said, "I hear you are putting bags over their heads. Don't do it anymore." I tried to explain how I did it, but he would not even listen.

C: So those are two things that you can't do.

T: That's right.

C: Well, of all the things that we have talked about today, which seem to be the one or two things that we might want to focus on?

T: Well, it has to be number one (drawing inappropriate attention to self). The other main one would be this one--completing assignments. Those seem to be the key things.

Step 4: Observe and record relevant behaviors

It is helpful to observe and collect information (baseline data) which will describe existing conditions. Progress is hard to assess if one doesn't know the starting point. Some counselor consultants have found it effective to develop target behavior charts, based on what the consultee tells them. That is, the specific behaviors are identified and listed. The teacher then records the perceived frequency of those behaviors. If a plan for direct observation and recording is available, that is even better. But a teacher report of the perceived frequency of a behavior is better than nothing and takes very little time. It also highlights the problem areas and gives attention to the causes which account for the teacher's discontent. Sometimes before this step is taken, a teacher will be generally aware of an unpleasant situation but be unable to account for the behaviors that are contributing to it. When first exposed to the chart of behaviors, treatment has already begun through increased teacher awareness.

In our case, six behaviors were drawn from the discussion with the teacher. These were listed (see Table 1) and rated.

Step 5: Develop a Plan

Many writers have recommended that the consultant and consultee develop a plan of action together. Although it is the responsibility

Table 1. Pre and Post Ratings of Classroom Behavior

	Bob		Mike		Jeff		Tommy	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post
1. Draws inappropriate attention to self	5	(4)	5	(4)	5	(3-1/2)	5	(2)
2. Refuses to do what is asked	5	(4)	5	(4)	5	(3)	5	(2)
3. Completes assignments	1	(2)	1	(2)	1	(3-1/2)	1	(4)
4. Mimicks other children's inappropriate behaviors	5	(4)	5	(4)	5	(3)	5	(3)
5. Returns from errands in acceptable time period	1	(2)	1	(2)	1	(3)	1	(3)
6. Being disrespectful	5	(4)	5	(4)	5	(4)	5	(3)

5	4	3	2	1
Always	Usually	Sometimes	Rarely	Never

of the consultee to take the major role in carrying out the plan, a mutually agreed-upon course of action can be a valuable step in the consultation process. In this instance the counselor consultant is helping the teacher look at some possible strategies:

C: We have narrowed down the things that we might want to focus on to these two: drawing inappropriate attention to self and completing assignments. I would like for us today to spend some time looking at some different ways that we could go about trying to stop or change these kinds of things. Why don't we just take one of these at a time? What kinds of things have you tried already that have or have not worked well?

T: I have tried so many things. Nothing seems to be working with these boys other than if you can get their parents in for a conference. That's my first move. I try to talk to the student first--to try to make them see right from wrong. If it persists, then I ask for a parent conference. That is what I am doing right now with Danny. His father was in again this morning. (Teacher goes back to talking about the children and the use of isolation.)

C: It sounds like, from what you have said, that the isolation thing just isn't practical in this situation. There is no place to put them.

T: I can't put them together. They are scattered.

C: So they are as isolated from each other as they possibly can be.

T: As much as I can possibly get them in a class this size. There are only four corners, and I am in one of them and I have one of them in each of the other corners. (Conversation then focuses on other strategies.)

T: Now, we were talking about you walking through the class. When I say walk through, that's from 9:00 to 11:30. It's when they are actually doing their most work, and so to have someone just walk through and check on them, to let them know that they are going to be checked on, is to me one of the most helpful things.

C: So you see having someone else, like myself, come in, walk through and spend a few minutes, as really effective...

T: It is a great way to keep them in order. That is what they have to have. They have to have someone constantly pulling them back in.

C: Just to have someone come in and help bring them back from wherever they are at the time.

T: Right, just go in and pull them back. They have no self control. This morning I had my aide help. (Discussion focuses on other strategies.) I told him we didn't want him in here if he wasn't going to work. Then the kids picked it up. "Right, Bob, we don't want you in here if you are going to bother us. You are just acting like a baby."

C: The kids are pretty fed up with him, too.

T: Yea, and that really got him upset. He tried to get back at them. See, now his peers are telling him that they are fed up--here is your peer pressure again.

C: So peer feedback and the peer pressure seem pretty effective.

T: Yes. I have had good results with peer reactions. But you have to keep it controlled, because they can be cruel. I want them to be corrective and not cruel. There is a difference.

C: You want to avoid it becoming harsh, but you can still use it as a tool.

T: Right, that's absolutely right. Well, is there anything else here?

C: I am just wondering if there is anything else--other things that we might be able to work on?

C: Well, it seems that we have a pretty good list of things. (Counselor looks at notes.) I have listed parents coming in and parent follow-up. I also have getting the kid to understand exactly what he is doing, feelings, behaviors, and the consequences of behaviors. And then I have the walking through, with my coming in and spending a few minutes, helping them stay or get back on task. I have also listed the use of peer pressure, talking to the whole class and trying to explain to everybody. I wonder, are there any of these which you feel would be the most effective and the most appropriate that we could use to attack these two problems?

T: Oh, I still think the walk through.

C: That's the main one.

T: Right.

(Counselor and teacher then discuss how this strategy might best be used.)

Step 6: Initiate the Plan

After collaborating on a plan of action, initiate the plan. Sometimes it is helpful if a time schedule is established, which involves an extra commitment by both the consultant and the consultee. The schedule should provide a target date when the plan will start (considering time for collecting baseline data, if they are not already available, and any other observations that might be appropriate) and a follow-up date when the consultee will meet again with the consultant.

Step 7: Follow-up

A consultee who has invested time and energy in a plan wants an opportunity to talk about the process and results. Talking about any progress that is being made can be stimulating and reinforcing. Working through the problems that have emerged is supportive and encouraging. It prevents the consultee from feeling alone or out on a limb. In addition, when behavioral charts are used, follow up activities can confirm whether the plan is working or changes need to be made.

C: I am really curious to hear exactly what you did this morning when you gave them the free time for doing their work.

T: Because they had been good little workers, I told them I would give them a little break after music. They had all brought their gloves and bats--they are getting ready for Little League. They had brought them yesterday; but because they were not good workers and because they were noisy, I would not give them a free period. So today they earned it and they got it. And they realized that, see?

C: Yeah. I am wondering if that is something that we can work on, because they really like the free time concept--if you work, then you get free time--is that something we could work in more often?

T: That is something that I have used all year and they know it. If they don't work, they don't get it.

C: I am wondering if there is any way that we might work that in so it will happen all the time--so that we can keep them at a high level or working.

T: Well, I already do that. We do that the last 30 minutes of the day. I do that. With games like bingo. I hold them back just for special times.

C: But I am wondering if it would be possible to work some things like that into this 9:00 to 11:30 time, because, like you said, that is the peak time for them to work and to act out.

T: No way! There is no way for me to work it in there. I have so many reading groups and individualized study.

(The teacher discusses some other rewards that are used, but she continues to view them as something that can only be given at the end of the day [the last half-hour] or at the end of the week [Friday afternoon]. The consultant suggests that the rewards might be given more frequently, as part of the regular curriculum. The teacher decides to try this, and in a follow-up session reports more success.)

T: It breaks it up. Like this morning they got a break because they worked extremely well, so I followed through. They just have to earn it.

C: If they work, they get it; if they don't work, they don't get it.

T: Right! It is cut and dried. You can draw the parallel to their parents. I tell them "If your father works, he gets a pay check." (Teacher goes on to focus on specific children.)

C: From what I've heard, the combination of all the things that we are doing--my coming in in the mornings, your breaking the time up, rewarding them for work, talking with the parent.... It seems like the combination of all those things is having an effect on them.

T: Right.

C: I am wondering about the way we are approaching it. Would like you like to continue with it?

T: Good. Right. Come back.

C: So we will continue with what we are doing right now.

T: Right. I think we are doing the right thing.

C: You're satisfied with the way things are going now.

T: Yes.

C: Let's spend a few minutes looking at this again (the rating sheet). Have you seen any changes in any of the boys?

T: In Tommy. Definitely in Tommy!

C: Positive kinds of changes?

T: Positive! Definitely positive! He stays in his seat much more. He is really a sweet little boy. He doesn't have this meanness in him that some of the others seem to have. And Tommy has really come around.

C: He has really come around.

T: Yes, he is really trying. He hasn't been mean or ugly or nasty. He hasn't abused his right to go to the bathroom. All the difference in the world!

C: So he seems to have changed a lot.

T: Yes, his whole attitude has changed. We did some work this morning and I was testing him individually and he got every one of them right. He saw himself achieve that star over there. Now, that's progress!!! And I bragged on him and that he accomplished something.

C: He was really proud of himself.

T: Yes, he really was.

C: How would you place him in regard to this chart? As far as completing assignments, we had him at "never." And as far as drawing inappropriate attention to self, we had him at "always."

T: Right, but I would really change him now. He has come up so much in this two weeks time. He has really come around. I'd place him at "usually" right now for completing his assignments. He is really following through. Not always, but usually.

C: Great. That's fantastic!

T: I am really happy about his progress.

C: How has he been in terms of drawing inappropriate attention?

T: Improved, much improved!

C: Much improved.

T: Yes, for example, he turned around to Bob this morning when Bob was messing around and said, "Oh, Bob, why don't you stop trying to show off and trying to get everybody to watch you?" Now that shows recognitition that he knew that Bob was just trying to get attention all the time.

C: He can see what's happening.

T: Now, how would he recognize that if he wasn't improved?

C: So he has come around on that item too?

T: I would say he has improved a lot.

C: O.K. On that one we had him as "always" doing it. Where would you put him now?

T: I would say "rarely."

C: O.K. That's fantastic. It really helps to see progress.

T: It sure does!

C: I wonder if we might be able to focus on the rating sheet again and do with each of the boys what we did with Tommy.

T: Well, let me see. For sure, Tommy is the most improved by far in all areas. Jeff is improved in many areas but now quite as much as Tommy. Mike and Bob are better than they were but...

C: But, they haven't improved as much as we would have liked them to?

T: Yes, that's right. And they haven't improved as much as Tommy or Jeff.

C: Let's spend some time rating each of the boys on each of the behaviors to see if we can determine where they are now in relation to where they were when we first started with them.

T: O.K.

(Teacher and counselor then rate each boy on each behavior. See Table 1 for summary.)

C: (Later) It seems from what we have here that each of the boys is at least a little better behaved than when we started with them.

T: Absolutely! Anything is better than how they were before.

C: It is really pleasing to see even small improvements.

T: It certainly is!

This particular case involved five regularly scheduled meetings in which the counselor consultant and teacher met to discuss student behavior and classroom procedures. In addition, the counselor talked briefly with the teacher on different occasions in the classroom, hallway and lunchroom. It is doubtful that the same progress could have been made, however, if the counselor had relied only on chatty conversation or hallway consultation.

Consultation takes time. It takes planning and needs focus. It involves a commitment. With the exception of the follow-up stage, it is possible to accomplish in a single session all of the other six consultation steps outlined above. This requires, of course, a readiness to work. It takes a consultant who is skilled at building confidence and trust in a helping relationship, one who can draw out ideas and who is sensitive to feelings. It takes someone who is adept at pacing the interview so that each component of the consultation model is given adequate attention, although the steps may not be sequential. The speed at which the consultation process moves also depends upon the personalities of the consultant and the consultee--their openness, ability to conceptualize and verbalize, and energy level.

Some people move at a faster pace than others. They grasp the meanings more quickly and can see immediate implications for their work. Their kind of personality enables them to adjust, to be flexible, or to try new ideas with a minimum amount of clarification or encouragement. These are, usually, people who experience themselves as being capable and who possess strength and confidence from past successes.

Others need more time and the patience of a consultant who senses how difficult the change process can be for them. These people need more support, and their progress usually comes in smaller steps. Regardless of style of personality, however, a systematic approach with all consultees, no matter how much time is available, has a higher probability of success than attempts by the consultant simply to be a good listener and then offer a few tried and tested behavioral recipes (Gumaer & Myrick, 1976).

Individual and Group Consultation

As suggested earlier, the process and procedures of consultation can be applied with groups as well as with individuals. In a group (e.g. a team of teachers), each participant might identify his/her own personal goal and with the group's help develop a plan of action, a procedure similar to that used in group counseling. Or, the group might work together toward a common goal, with each contributing some part to the joint effort. For instance, a high school social studies department may consult with a counselor regarding students who are failing and whose graduation is in jeopardy. While each teacher might want to devise a particular approach to help improve the situation, the group might decide upon a more comprehensive plan wherein teachers would work together toward the desired end.

Generally speaking, over the past fifteen years, group counseling and consultation in the schools have increased. But the amount of group work in the schools is still far from what it should be. Through group counseling, for example, the counselor can reach more students, drawing upon peer influence and the group's cohesiveness to bring about changes in individuals. An individual in the group uses the group structure and the help of members to work on personal needs and interests, while at the same time assisting others to reach their own goals. In that sense, the dynamics for achieving personal and professional growth in group counseling and group consultation are similar.

In consultation in counseling, there are times when it will be more appropriate to meet with a person individually than in a group. Some of these include:

1. When confidentiality is essential to protect the consultee and others. Perhaps the welfare of the third party would be better served if the situation were discussed in confidence.

2. When there is a crisis situation that needs immediate attention. Groups involve more time to make decisions. Unless the group has been working together and is cohesive, matters cannot be expedited. When a consultee has a complicated crisis situation, both as to causes and possible solutions, the situation can also consume a lot of the group's energy and take away from the special attention needed by a consultee who is under extra stress.

3. When a group situation is threatening to the consultee. Some individuals fear peer evaluation or judgment to the extent of being non-participants. In some cases, peer relationships are so impaired that the group may begin and continue on a negative note. Consequently, individual sessions may help prepare a consultee for group work.

4. When the consultee problem suggests that personal counseling may also be needed as part of the process of change. Some people have such a low awareness and understanding of their own feelings and behaviors that they may need counseling before they can participate productively in a consultation group.

5. When there are factors present in a situation which prevent

the group from becoming cohesive. Cohesiveness often depends upon the group's having a common interest, a mutual commitment to the group's goals, a time commitment, a willingness to learn, and appropriate physical facilities.

Group consultation is particularly effective:

1. When the counselor wants a developmental emphasis in consultation and there is a desire to influence the learning climate of the school.

2. When there is a need to build a group where teachers can share their experiences and knowledge and learn from each other.

3. When the consultant's time is limited.

4. When members have a willingness to share and discuss problems, collaborate on solutions, and are interested in learning together.

Group consultation requires that the consultant be a skilled leader of both small and large groups. The consultant should know how to structure a group so that both common and individual problems and goals can emerge. It is important to help create an atmosphere of openness, acceptance, and sharing. As teachers (or parents) learn about problems of others, discuss alternatives, and explore the meaning of behaviors, they feel less isolated from one another and more willing to try out new ideas. The consultant facilitates the session, being sensitive to feelings, ideas, meanings and personal dynamics. Effective group interaction requires the leader to focus the discussion on "here and now" experiences as well as "there and then." Many of the leader behaviors in group counseling will be helpful in group consultation. Again, the consultation model described above is appropriate for both individual and group objectives.

Theoretical Considerations

A professional approach to consultation calls for a sound theoretical rationale. Over the years a bewildering number of ideas has been proposed to explain the nature of human behavior and, consequently, provide a rationale for counseling and consultation practices. The systematic approach outlined above focuses on the consultant's facilitative behavior and operational procedures rather than advocates the principles of a particular counseling or consulting theory.

Many of the theories popular in the counseling literature are also applicable to the process of consultation. For example, the counselor consultant may choose to help the consultee through approaches based upon such theories as Gestalt, Client-centered, Rational-Emotive, Psychoanalytic, Adlerian, Behavioral, or Transactional Analysis. Each of these, as well as others, provides the consultant with a frame of reference for developing a specific plan of action. It is not within the scope of this monograph to discuss these theories, as they are presented in great detail elsewhere. However, it is interesting to note that increasing numbers of consultants are relying upon behavior modification as an effective approach to helping a consultee develop a plan of action.

Brown and Brown (1975a) in their monograph present a comprehensive overview of consultation with an emphasis on behavioral approaches. They stress the use of self-management systems as a means of increasing desirable behavior and maintaining that behavior. Their approach assumes that the counselor will use client-centered counseling techniques during the initial stages of consultation. That is, the consultant will listen attentively to the content and the underlying feelings as s/he moves the consultee toward identifying specific behavioral goals, operationally defined, and selecting a strategy for bringing about change. In particular, the authors favor helping consultees through contracts and self-management procedures because they involve the third party (e.g., student) in the behavioral change. A behavioral contract, broadly speaking, is an agreement between two individuals that calls for one of the persons to perform a behavior in some specified manner and for the other to provide an appropriate reward or reinforcer. Behavioral contracting, then, becomes the preferred mode of working with the consultee's problems (or the third party).

Behavioral consultation has the advantage of being relatively simple, direct, and concrete. It does not require complex interpretations or understandings. It is systematic; and because it focuses on specific behavior change and maintenance of appropriate behavior, results are easier to evaluate. If the plan is not effective, the use of systematic methodology allows changes to be made until desired results are achieved.

Brown and Brown (ibid.) outline the consultation process in five stages: the relationship, defining the problem, setting goals, selecting a strategy for behavioral change, and evaluating the outcomes. This process of behavioral consultation would fit quite easily into the systematic approach outlined above. Moreover, other theoretical approaches would also be applicable, especially as the counselor-consultant and the consultee collaborate to develop a plan of action.

Teacher Consultation

Dinkmeyer (1971b) advocates the use of group consultation with teachers. A group provides an opportunity to analyze children's life styles as well as to observe the teachers' life styles and patterns of behavior. Through group approach, teachers can experience acceptance and, in this atmosphere of acceptance, empathy from their colleagues. The group also allows teachers to express feelings, try out new behaviors and ideas, and get feedback from other group members. Thus, teachers gain support from the realization that they are not alone in having problems with children.

The "C group" (Dinkmeyer, 1971a) tends to function best when teachers meet regularly, preferably at least one hour on a weekly basis for a minimum of six to eight weeks. Groups are usually limited to about five members, plus the counselor consultant, which allows time for each member to feel involved and to explore his or her concerns. Membership is voluntary, and goals are clarified at the beginning. Initially, group members go through some communication exercises, including many of those that have been developed by "growth group" leaders over the years. The assumption is that lectures or presentation of materials and advice as to what to do will not change basic attitudes. Rather, it is only through personal involvement and personal growth experiences that teachers can become aware of their own strengths and capabilities, as well as internalize new ideas and skills.

In-service Training as Teacher Consultation

Most schools have not developed creative in-service education programs for teachers. Too often such programs involve teachers pursuing their varied interests by means of independent study, summer school, evening classes, travel, or presentations of "experts" who often turn out to be less inspirational and informed than many of the personnel in the school system. In-service training has traditionally focused on helping teachers develop more materials or ideas that they can use in their teaching. According to Fullmer and Bernard (1972) the counselor consultant function is not new in terms of what has been done in piecemeal fashion, but it is new in that a new focus is given to the "total learning milieu of the school."

Improving the learning milieu is the key item in the counselor consultant's concerns. It means focusing on the processes of becoming and growing rather than on prescriptive doing. Continuous learning on the part of all school personnel may be achieved by in-service education based on assessing pupil growth, establishing open communication, and facilitating group interaction. Fullmer and Bernard cite eight goals in consultation, all of which focus on humanistic education and call for an in-service education program for the whole staff. These are as follows:

1. To improve and enhance the learning environments for children, teachers, parents, and administrators.

2. To improve communication by enhancing the information flow among significant persons in the learning milieu.

3. To bring together persons of diverse roles and functions to engage in a common task of enhancing the learning environments.

4. To extend the service of experts.

5. To increase the ability of individuals to deal effectively with the wide range of differences among students.

6. To help others learn about behavior.

7. To create a milieu containing all the significant components of a good learning environment.

8. To promote self-help organization.

Guidelines for Developing an In-service Workshop

Here are a few simple guidelines that can be useful when developing an in-service workshop for teachers (Myrick & Moni, 1972). Imagine that you are a teacher and that you have been asked to participate in a workshop. These are questions that must be answered to your satisfaction, just as every teacher wants them answered.

1. *What's it all about?* The objective or goals of the workshop should be carefully defined. The program should be tailored to meet the needs of teachers in your school. A "canned" program that directs attention to general ideas or theories tends to have only limited success. Be specific about behaviors and help the teachers work with one idea, one step at a time.

2. *How long will it take?* The place and time of a workshop can affect its outcomes. Teachers are busy people with limited extra time. An in-service workshop will take away planning time that teachers could use in their classrooms or with team members. Therefore, the counselor consultant should use time wisely and provide a program that is short, well-organized, and to the point.

3. *What's in it for me as a professional?* Whatever the objectives may be, the information and experiences provided in the workshop must be relevant to teacher interests and needs. When teachers can see how the workshop ideas are of immediate value to their teaching, then they are likely to be more motivated and willing to participate. Whatever the program, it must have practical implications and be directly related to the work of the teacher.

4. *What do I do now that I'm here?* Almost everyone learns best through experiential learning. Most successful in-service workshops have at least one component in which the teachers are involved with the ideas or material presented. When someone talks *at* teachers, they tend to tune out, letting their minds drift to the problems of yesterday

or tomorrow. On the other hand, when teachers are personally involved in a discussion or an activity, they tend to remain tuned in to the present, thus enhancing the potential impact of the workshop.

5. What does it mean to me personally? Directly related to teacher involvement is the concept of personalizing ideas. That is, rather than having teachers involved with irrelevant textbook material or unfamiliar examples, emphasis should be given to having teachers offer personal examples or share personal experiences. Personalizing the concepts makes them more meaningful to an individual and increases the probability that teachers will use the information and experiences from the workshop.

6. Now what? After the workshop special steps should be taken to follow up and support teachers in their efforts to experiment with some of the concepts. A follow-up program provides the extra encouragement that many teachers need in order to try out new ideas. Follow-up is also valuable in helping the counselor assess the outcomes of the workshop and make future plans.

A Communication Workshop for Teachers

From systematic observation of classroom interactions, this author observed (Myrick & Moni, 1972) that most teachers respond to the feelings of students far too infrequently. Consequently, it was assumed that teachers could benefit from an in-service workshop which emphasizes the value and manner of responding to student feelings.

The following workshop was first presented by Myrick and Moni, and is one way in which a counselor could help teachers become more guidance-oriented in their work.

Objectives: It is the purpose of this workshop to help teachers examine the general characteristics of a helping relationship and the behaviors that contribute to fostering a positive relationship. Specifically, teachers are introduced to six verbal responses and their general impact on relationships and communication in the classroom. An even more specific goal is to increase the frequency of teacher responses to students' feelings in school.

Time and Place: The one-day workshop could be a special faculty meeting. All members should be present because it offers an opportunity for the teachers to learn more about one another as well as about effective ways of communication. The room should be large, with moveable chairs. A minimum of one hour is needed.

Relevancy: During the first part of the meeting (approximately 20 to 25 minutes) the counselor consultant introduces the focus of the workshop. Some counselors begin by drawing attention to the current demand for humanistic education and posing the question, "What does it mean in terms of what we do?" Using an overhead projector or perhaps a brief handout, teachers are presented a continuum of facilitative responses that includes: reflecting feelings, clarifying, questioning, reassuring and supporting, interpreting, and advising and evaluating. The intent of each response, with specific classroom examples, is provided in order for teachers to differentiate the responses. The following material could be used in a handout or mini-lecture.

The Facilitating Responses

The responses below are used frequently by teachers and counselors when they communicate with students. Research suggests that some responses tend to be perceived by the receiver as more empathic, caring, warm, and person-centered. Consequently, these responses have a higher probability than others for creating a helping relationship (Wittmer & Myrick, 1974). A continuum of response leads is listed below from the least to the most facilitative. It should be remembered, however, that at the appropriate time and place, all of these responses could be facilitative.

1. Advising or Evaluating. Indicates a judgment of relative goodness, appropriateness, effectiveness or rightness within the teacher's own value structure. It implies *what the student might or ought to do*. ("If I were you, I'd study more and worry less.")

2. Analyzing or Interpreting. Indicates an intent to teach, to impart insight and show meaning by explaining or connecting ideas and events. It implies *what the student might or ought to think*. ("When you threw that eraser, you thought everyone would give you attention for being tough.")

3. Reassuring or Supporting: Indicates an intent to reduce the apparent anxiety or intense feeling in the student, perhaps to pacify. It is implied *that the student need not feel as he does*. ("Don't worry,

everyone feels like that sometimes.")

4. Questioning: Indicates an intent to seek additional information or provoke further discussion. It implies *that the student should develop a point further*. Questions that keep the focus on the student are more facilitative than those which lead to a generalized topic. Open-ended questions are more effective than closed questions. (Closed: "Do you get along with your other teachers?" Open: "What can you tell me about your other teachers?")

5. Summarizing or Clarifying. Indicates an intent to understand correctly what the student is saying or to identify the most significant ideas or feelings which seem to be emerging from what is being said. It implies *doubt or eagerness to check out what has been heard* in order to be "with" the person. ("I think you're telling me that you think cheating and not getting caught is okay.")

6. Understanding or Reflecting of Feelings. Conveys to the student that *the teacher understands or is "reading" how the student is feeling*. In a sense it involves a reflecting kind of feedback that communicates accurately that this is how the student's world appears to him. ("You're angry with Harold." "Alice, you're confused right now.")

In some instances, teachers respond with paper and pencil to cases which might occur in a school setting. Teachers select a preferred response from six choices representing the range of facilitative responses. The following is an example:

Bill says that when he tries to study he can't concentrate. He thinks of all the things that need to be done. There are so many things to do. He says he might fail if something can't be done soon.

_____(a) Your mind wanders when you study and you're feeling the pressure of having to get things done...soon. (Reflecting feeling)

_____(b) Well, as a student you're going to have to learn how to make better use of your time, and one way is to develop a study schedule and learn to concentrate during that time. (Advising)

_____(c) What do you think about when you're supposed to be studying? (Open-ended question)

_____(d) As I see it, you're concerned about developing better study habits as soon as possible. (Clarifying)

_____(e) A lot of students have trouble settling down to work at first; but, they learn how and you can too. (Reassuring)

_____(f) You know, Bill, your thinking about other things and all that needs to be done is one way of avoiding what has to be done: the actual studying or reading. (Interpreting)

With a presentation and discussion of similar cases, teachers learn how some responses are more effective than others in opening communication, creating a helping relationship, and increasing the chances that a student will perceive the teacher as a warm, caring, respecting, and understanding person. (See selected references for additional material in this area.)

Teacher Involvement (Triads)

Now the teachers get involved. Below is a procedure that helps teachers to practice the helping responses associated with the concepts and provides feedback on their communication habits.

Teachers are divided into groups of three and meet with people that they know the least. Each triad numbers off "1," "2," and "3." No. 1 person is the talker, No. 2 the listener or facilitator, and No. 3 the observer. The talker (1) talks to the facilitator (2) for three minutes regarding one of the most dissatisfying things about teaching. (Other talker assignments could be: something about my teaching that I want to improve upon, a criticism which students might have of me, a disappointing experience with a student.) It is the task of the facilitator (2) to assist the talker (without advising, praising, judging, or interpreting) to continue talking about him/herself. The facilitator should reflect in fresh words the ideas and feelings that the talker is expressing, using his/her sensitivity to hear the person. During the three minutes the observer (3) observes the facilitator and makes notes of the listening skills.

After three minutes, the observer feeds back the observations to the facilitator for about two minutes. Then the same talker (1) takes another three minutes to talk about the positive aspects of the assignment given above (e.g., something about my teaching that pleases or satisfies me.) All groups have the same assignments. Roles are switched in a second and third round (with the same talking assignment) until all three persons have experienced each role. The three rounds will take approximately 30-35 minutes with the counselor serving as timer and leader. The triads then assemble in a large group for final comments, observations, conclusions and implications.

Personalizing

The choice of topic for the triad activity can personalize and give additional meaning to the experience. Teachers are directly involved in practicing facilitative behaviors and, in the process, learning more about themselves and their fellow teachers. This experience tends to foster faculty cohesiveness, as teachers share pleasant and unpleasant feelings about their work, their students, and themselves. In addition, teachers learn and practice a procedure (the triads) which can be used, with modification, in their classrooms or in future faculty meetings.

Follow up

This workshop concludes with teachers agreeing to identify at least one student with whom they would like to improve their communication and relationship. During the next week each teacher consciously and deliberately increases facilitative responses (reflecting and clarifying) to the student's feelings and notes the effect. At the next faculty meeting, teachers might spend time sharing their case studies with other teachers, usually in small groups or triads. Or, teachers might be tested with pre and post measures similar to the written case cited above, or a tape recording of students' voices might provide a stimulus to assess teachers' facilitative responses before and after the workshop.

This workshop is informative and fun. It provides background for times when more specific consultation, perhaps in a crisis, calls for an intervention strategy dealing with more facilitative responses to a student's feelings and ideas. It alerts the faculty to the importance and impact of feelings in the learning process. Faculties often come together as a more cohesive unit because they have disclosed more of themselves, as well as their successes and failures with students. The counselor who uses developmental consultation concepts in an in-service workshop increases his/her visibility, value and impact with teachers and students.

Parent Consultation

Working with parents is one area in which there is a question about the most effective use of the counselor's time. The counselor's contact with parents can generally be described as either consulting or counseling. Shaw (1969) distinguishes between these two. Counseling involves assisting parents to change their own behavior, while consulting involves presenting to the parents information relevant to the child's behavior. In counseling the focus is on the parents, in consulting the focus is on the child. This concept was presented earlier; and even though these two activities can be differentiated for academic purposes, in practice they often overlap with consulting activities being the general emphasis in working with parents.

Time spent in consultation

Although writers in the field may disagree about the relative value of spending time in consultation with parents, they all recognize that parental consultation is important. The family unit is vitally important to the child's emotional and intellectual growth, the formation of values, and the development of special abilities and talents. It is in the family that the child first develops a self concept and learns patterns of behavior that determine the effectiveness of social interactions.

Faust (1968) suggests that not more than 5% of the elementary school counselor's time should be spent consulting with parents, and places parent consultation seventh from the top in a hierarchy of important counselor functions. According to Faust, consulting with parents and counseling with individual children is not necessary if children are in facilitative learning climates. He emphasizes that the counselor should spend more time developing the school learning climate and that too often counseling with individual children and consulting with parents are crisis interventions which distract from this main task. While Faust maintains that a child can grow and change through a facilitative school environment, others hypothesize that without change in the relationship between the child and parents, it is impossible to alter a child's behavior and his/her relationship with others (Dinkmeyer & Caldwell, 1970).

Generally, parents of elementary school children tend to be more open to learning about child behavior than parents of older children. Moreover, parents of young children attend more school activities and become involved in more of their children's learning activities. Even though their children may have problems, parents do not yet fear that they have "failed," as do many parents of older children. This suggests that there may be more opportunity for counselors to work for positive changes in the attitudes of parents of elementary school children.

Objectives of parent consultation

Most kinds of consultation with parents have the same general objectives. Counselors want to maintain or develop positive attitudes toward the school and its programs. They want parents to feel free to communicate about their child. Through consultation, counselors hope to share and learn information about the child in the hope that they can improve the climate in the school and at home to facilitate the learning process.

Approaches in consultation

There are several levels or types of consultation with parents. These include parent report conferences, school orientation programs, individual parent conferences about a child's progress or problems, and parent groups which emphasize child education and special interests.

While all of these types of consultation have important purposes and are worthwhile, the child study or child education group is a relatively new counselor consultant function that fits in well with a developmental guidance approach.

Brown and Brown (1975b) indicate that counselors and parents need to learn from one another in parent consultation. Parents can be involved in a behavioral approach, for example, through six different phases: rapport building, structuring, information taking and diagnosis, explaining behavioral principles, reexamining behavior, and selecting techniques to carry out an assignment.

A variety of other approaches has appeared throughout the years. Rudolph Dreikurs (1964) advocated the use of presentations of case materials as one way of helping parents learn more about children. A similar approach was used with teachers. The method involves convening a group of the parents and others, describing the child's behavior, and having the persons in the group make an analysis. Some of the techniques involved include modeling, role playing, identification of specific dynamics, and homework assignments. In addition to analyzing behavior, the group lends support to the parents in their efforts to be more effective.

Drawing upon the basic principles of Adlerian psychology, the assumption is that all problems of children result from disruptive or dysfunctional parent-child relationships. Therefore, the consultation centers on attempts to educate parents about child development and gives them an opportunity to observe other families who are having similar problems and working toward possible solutions.

Hillman (1968) has adapted the Adlerian model to the school setting. His contention is that both parents and teachers have few opportunities to learn how to relate more effectively with their children.

Likewise, Fullmer and Bernard (1968) advocate a family group consultation model based on the assumption that family interaction is the underlying cause of a child's problems in school. According to them, the focus of family group consultation can be on any problem because the task merely creates an opportunity for family members, with the help of the counselor consultant, to become more aware of their patterns of interaction. The general sequence of activities involves a sharing of feelings, hearing the reactions of family members, discussing these reactions, and then deciding what behaviors will cope best with the feelings. Both the Adlerian and the family consultation models work with parents who are having problems with their children. At the present time, few models in the literature on parent group consultation assume a more developmental approach.

Parents have few opportunities to meet with others to discuss and obtain help for problems they have with their children. Carlson (1969) organized groups of five to nine mothers who met for one hour per week for nine weeks to discuss their concerns about their children. He followed these guidelines: a) keep the group small; b) clarify for the parents that they will deal with normal, universal problems; c) develop fellowship among the group members; d) allow each individual to present a specific problem; e) focus on a problem common to all; f) draw in all members; and g) have group members summarize what they have learned and develop a plan of action. Child behavior material was also used to stimulate discussion, but the focus was on what mothers themselves could do when they reached a point of conflict with their children. One important outcome was that the mothers realized that their children were generally quite capable and would respond to them.

Parents were invited by Shaw (1969) to take part in a series of small parent discussion groups. As the sessions progressed, parents took more initiative in setting the focus of discussion, and group structure allowed free interchange among members. Parents were encouraged to discuss their own interests and concerns about their children rather than school policy or abstract issues.

Gordon (1970) developed a parent consultation program aimed at improving communication within the family, with particular emphasis on teaching parents how to listen to children and solve child-parent conflicts through a "no-lose" method. Parent Effectiveness Training (P.E.T.), as the program is called, has been offered in workshops that include lectures, demonstrations, tape recordings, role playing, and group discussions. Gordon's ideas are also presented in book form.

In the "no-lose method" of resolving conflicts, no one wins or loses because a solution is found that is acceptable to both parties. This is done through understanding the kinds of messages that take place between parents and children and then using those that are effective in establishing and maintaining a positive relationship. Moreover, there are messages (e.g. "put downs") to be avoided and messages ("I" and "You") to be used when parent-child conflicts arise and confrontation is necessary. Parents who learn the communication methods often report that all relationships in the family improve, including husband-wife relationships.

More recently, Dinkmeyer, who has been identified with an Adlerian approach and who worked with Dreikurs for many years, and McKay (1975) developed a program entitled "Systematic Training for Effective Parenting" (STEP). STEP is a nine-week group study program that offers parents an opportunity to share opinions and experiences with each other and to explore new ways of relating to their children. The goal of the program is to encourage the development of parenting skills which foster mutual respect, cooperation, responsibility and self reliance. Designed for six to twelve participants, group members identify effective and ineffective ways that they and their children have been responding to each other. They learn alternative approaches that can lead to more satisfying relationships, and the group provides support as members practice specific parenting skills with their own families. The program utilizes a kit of multi-media materials that includes parent handbooks, recordings which illustrate parenting skills, color charts and posters designed to illustrate and summarize major concepts and principles, and set of cards to help the leader guide the group during discussions. A leader's manual is also provided which suggests how a STEP study group might be organized and how the materials can be used. Parents learn about parent-child relationships, praise and encouragement, communication skills, decision making principles, and how to establish a family meeting. Perhaps the popularity of the program is related to its systematic approach and arrangement of the materials for convenient use. Interestingly enough, the author feels that no special leadership training is necessary and leaders need not be experts on child training. On the other hand, a skilled professional counselor would probably be able to build on such an approach, incorporating more advanced skills in parental consultation.

All of these approaches assume that parental consultation involves a teaching process. That is, parents need to learn about behavior, relationships, and communication skills that make for an effective family group. These approaches also emphasize the developmental approach to consultation. While parents may be stimulated to join the child study groups because they are experiencing difficulties and learn to be more adept at dealing with crises, these approaches involve the consultant and parents in a program that is sustained, continued over a period of weeks, and directed toward improving family relationships before problems arise.

Counselors are overwhelmed with a large number of responsibilities, but as teachers and peer facilitators become more involved in the guidance process, it is probable that the counselor will have more time for providing child-parent study groups in which developmental approaches and procedures will be prominent.

Some Pitfalls in Consultation

Eliciting Excessive Guilt and Defensiveness

While anxious feelings can motivate a person to seek help from a consultant, overwhelming guilt is incapacitating and gets in the way of working out problems. For example, out of desperation some teachers have tried bizarre (but not to them) means of disciplining students--putting sacks over the heads of talkative students, taping their mouths shut, making them stand in a trash can or at a chalkboard with their nose on a dot. Although these procedures may strike the humanistic teacher as inappropriate and unprofessional, they happen. Over the years teachers have passed on different kinds of disciplinary techniques, ones that seem to have worked for them--worked in a sense that children learn to inhibit some of their disruptive behavior and become more obedient. These approaches certainly do not help to build a warm and effective learning climate.

I recall one teacher who used strictness as a means of controlling her class. She was once given the advice that teachers who are serious and who pile on work have less discipline problems. So she gave the students difficult and time-consuming projects. She seldom smiled. And, although she did have a few classroom problems from time to time, she was generally in control because most students were intimidated by her. Her teaching style was reinforced by parents and the school principal. Some students reported that while she was "strict and sometimes mean" they nevertheless learned a lot about English.

This teacher attended an in-service workshop that dealt with the humanistic aspects of teaching, the importance of students' feelings, and the significance of the teacher-student relationship. In the same workshop punishment and psychological distance were ridiculed by the consultants as inhuman and insensitive to children, to the point where some of the teachers became embarrassed and self-conscious because of their present techniques in classroom management. During the workshop our particular teacher became argumentive. Later she became less vocal about her position and finally withdrew from the group. Excessive guilt about being less than a facilitative teacher with some of her students made it difficult for her to accept a more person-centered approach. She wondered if she could make any changes; and if she did, wouldn't that be the same as admitting that she had failed herself and her children over the years? Her feelings of guilt repeatedly forced her to rationalize and justify her methods. While others were willing to try new ideas, this teacher held on to her old ways.

Self-Defeating Patterns

Teacher complaints about students are a common subject of discussion in the faculty lounge or at staff meetings. "Wow, that kid is a real character. But she's got so many problems at home it's no wonder she can't sit still for a moment." Rarely is the conversation about the student-teacher relationship--the usual focus is on the inability of the child to adjust to the classroom or teacher. Many teachers have a difficult time accepting their responsibility for at least part of the problem, and this sometimes leads to self-defeating behavior patterns or unconscious sabotage of the plan worked out in consultation.

For example, one school was having an unusual number of classroom disruptions, and teachers were often using the principal as a disciplinarian to help settle disputes and reprimand students who were acting out. Teachers complained that their school and their students were different from other schools in the community and that nothing could motivate the children to learn. Many of the teachers relied on traditional methods of teaching. When an outside consultant was asked to help, the teachers protested that it was the children and not their teaching methods that were at fault--after all, the same methods had worked in other schools and with other children. The consultant organized an in-service training program, encouraging the teachers to try some new ideas. A few teachers began to get results and were excited, but others were unable to follow through with the ideas from the workshop and reported that nothing seemed to work. These same teachers did not try or quickly tired of trying new ideas, and dismissed suggestions as unrealistic, impractical, and not worth using. After some time, it was realized that the resistant teachers were unconsciously sabotaging the plan, the new curriculum, the new teaching methods. As with the previous example, for some teachers to admit that the new ideas were effective was to admit that their teaching methods or the curriculum were at fault. To find that the new ideas were making a difference was to acknowledge that they had been ineffective with a lot of children in the past, children who need not have failed. These ideas were not pleasant as they caused some teachers to feel responsible and therefore guilty, and to become defensive. Even to the end of the school year, some teachers stood their ground and said, "It is really not the program or methods. We have an outstanding faculty here. We work hard. You just don't understand how difficult *these children* are to teach."

It is also true that sometimes a person who *voluntarily* seeks consultation will unconsciously become involved in self-defeating behavior patterns and sabotage a new plan. Most teachers are busy and have many responsibilities. For some, teaching is a matter of daily survival as well as planning exciting learning experiences. Many worry that they are not able to meet individual needs of students and wonder if they are making a difference. Sometimes a teacher will try to change or initiate a new idea. Depending upon the degree of change desired or the technique that is involved, teachers need support. Rarely can a teacher sit down with a consultant, discuss an idea, and try out a new approach without the need for some kind of follow-up. Many ideas sound reasonable during the consultation session but fail in practice. If the ideas or plan of action require that the teacher make a dramatic shift in method, the situation will cause some anxiety, uneasiness, or doubt. When there is the slightest hint that the plan may not work, the teacher who feels unsupported may give up quickly and revert to previous habits and methods.

Being the Expert

When teachers seek help in a crisis, they look for simple answers and an expert--one who can help them resolve their problems without too much time and too many hassles. An expert is supposed to be able to provide quick insight and a feasible solution with a minimum amount of effort. Actually, most counselor consultants feel uneasy in such a position because the burden of responsibility is on the consultant and the relationship is not liable to be collaborative. Being viewed as knowledgeable, resourceful, experienced and a willing helper is different from being seen as the "expert in residence." The latter perception tends to create distance and labels the counselor as a person who will "fix it up."

Effective consultation involves colleagues working together in a collaborative relationship. If the counselor consultant is viewed as "the expert," there is a tendency for the consultee to feel that the consultant is superior. While the consultee may feel vulnerable and need support, help from the consultant should come more from a colleague relationship than from a person who "has all the answers."

Talking Down to the Consultee

Talking down to the consultee occurs when a consultant theorizes too much, or, in an attempt to motivate, makes discouraging comments that cause the consultee to feel less than equal. Reprimands, lectures, and admonishments can make the consultee feel like a misbehaving child who is not living up to parental expectations. In this case, the consultee feels insignificant--as if he has nothing to offer, or at least nothing of any consequence. Unfortunately, many outside-of-school consultants fall into this trap and fail to obtain maximum results from their efforts.

The use of educational jargon can also make the consultation process boring and ineffective. Phrases like "positive self concept," "self actualization," "stroking," "on-task behavior," "extinguishing aversive behavior," and so forth, can be important in conceptualizing plans and approaches, but they can also be perceived by the consultee as a cover-up for a meaningful and practical plan of action. This is not to say that the theory or language of a particular approach is not helpful; rather, it is the appropriateness of the language and its relevancy that make the difference. Sometimes it will be helpful for the consultee to learn some theoretical terms in order to help conceptualize and carry out a plan of action. The caution here is that the teaching must be done informally, on a peer level, and it must be relevant to the consultee's goals.

Results at Any Cost

Consultants will find themselves, at one time or another, being asked for help in managing a child. The word "managing" is important here because the aim of the request is to get the child to adjust, to behave according to the desires of the consultee, to conform. Many times this request is without the knowledge of the child, and the child is not involved in the process. Thus, the consultant is placed in the tenuous position of helping develop a plan which meets the needs of the consultee, but perhaps not the needs of the third party--the child.

For instance, many school counselors have found that behavior modification principles can help teachers manage their classes more efficiently. By applying appropriate reinforcers discriminately and setting up contingencies systematically, teachers can shape classroom behavior. However, some teachers are more concerned with classroom order and obedience than creative thinking, and this situation presents problems for the consultant. What if the teacher tends to favor "in-seat behavior" and "on-task behavior" at the expense of students' sharing experiences? What if the teacher's lesson plans are dull and unimaginative, and students find it difficult to sustain interest? A plan to reinforce students to stay on task and in their seats might work, but at the same time it could ignore problems related to an effective learning environment. The consultant should be wary of helping a consultee devise a plan which reduces the consultee's anxiety at the expense of the third party.

Failing to Follow Up

A common mistake made by most counselor consultants is to limit the consultation relationship to the confines of the guidance office and, after what seems to be a productive session, conclude that all is going well and will be even better in the future. Actually, the work has only just begun. The teacher frequently feels lonely, especially when trying out a new idea, and timely support can make a vast difference in outcomes. The consultant should make it a point to seek out the teacher who is trying something new and offer help or encourage the teacher to talk about it. Feelings of apprehension may be delaying the plan. Away from the eyes of others and back in the classroom, the teacher may not feel as able. Self doubt may increase and commitment dissipate. How often a consultant hears the expression, "I plan to get started right away, but I just haven't gotten around to it yet. I've really been busy. But as soon as I finish this next project, I'm going to do what we've been talking about."

It is also important for those who are experiencing success to have an opportunity to talk about their accomplishments. Sharing positive experiences can be very reinforcing and confirming. Even with success, if problems begin to develop, the consultant can help the teacher examine some other alternatives before becoming discouraged and dismissing the process of consultation as not worth the time.

Failing to Take Time

Consultation takes time. If school counselors are to make the best use of their time, they should have a weekly schedule outlining most of their activities. Typically, such a schedule should show individual and group counseling sessions, as well as more routine activities associated with guidance. The same schedule, however, should also indicate time for consultation with teachers and parents. If the time is designated on the weekly schedule, it is much more likely to be used for that purpose.

Teachers complain that counselors' time is more flexible and that consultation for teachers requires after-school appointments. Thus, the counselor may want to work with the administration and a guidance committee to identify times when teacher consultation--during the school hours--can take place. More often than not, this will involve the counselor's leaving the guidance center and moving into the teachers' work area. Many counselors have found it effective to meet with departments or teaching teams on a regular basis. This practice not only helps build relationships but also enables the counselor consultant to work with teachers when they are not under stress or in a crisis. Regular teacher seminars or in-service program can also be useful in making consultation time for teachers.

While these pitfalls have been discussed in terms of teachers, it is easy to see how each could also be applied to parents. Parents, too, experience the guilt and defensiveness which make them unconsciously sabotage plans of action. Parents, too, need timely support and resist working with people who talk down to them. Parents want to feel successful and many times will settle on plans that reduce their own anxiety as parents rather than pursue a more difficult course of action which responds to the child's needs. Many parents also will wait until the situation has become intense and the crisis full-blown before they seek help. Too often parents, like teachers, want quick and easy answers or don't make time to visit the school to get help. Parents can feel particularly defensive when they are "called in" for a conference.

Therefore, a guidance program should create opportunities for parents to work with the counselor on a developmental basis--child study groups, innovative parent-teacher meetings, and so forth. As parents come to have positive images of guidance in schools, a better working relationship can develop from which both students and teachers benefit.

What Research Says About Consultation

Because the concept of consultation as a recognized counselor function is relatively new, research supporting its effectiveness is sparse. Results from studies that have been undertaken are inconclusive or conflicting. Most authors of books and articles on the subject ignore research and tend to describe the dynamics of the consultation process, advocate selected approaches and techniques, or provide authoritative testimony that it is one of the most important counselor functions.

Mayer, Kranzler, and Matthes (1967) studied the effects of three treatment groups (counseling, teacher-guidance, and control) with fifth- and sixth-grade students. They found that classroom environment makes a significant difference and that teacher-student relationships were enhanced when teachers were "non-directive" in their classrooms rather than "directive." Their work seems to substantiate both the need for and the effectiveness of the consultant role.

In a study of upper elementary-grade students, Kranzler (1969) randomly assigned children to control, counseling and consulting groups.

He found no significant differences in counseling and consultation, although counseling group effectiveness tended to exceed consultation.

Naw (1967) assigned 18 groups of first- and second-grade children who were having adjustment problems to four different guidance approaches: 1) working with children; 2) working with children and teachers; 3) working with children, teachers, and parents; and 4) a control group. Post-test scores on a personality inventory showed that those children who received direct help from the counselor made the most significant gains, while the least progress occurred when the counselor worked with teachers, parents, and children as a group.

Palmo and Kuzniar (1972) also studied a group of elementary school children with classroom adjustment problems. Students were assigned to three treatment groups: group counseling and parent-teacher consultation, group counseling alone, and parent-teacher consultation alone. Reports by observers and classroom teachers indicated, in contrast to the studies mentioned above, that parent-teacher consultation was the most effective procedure for changing classroom behavior.

Four elementary schools in a large school district were investigated by Marchant (1972) to study the effects of counseling and consultation on problem behavior. Four groups of fourth- and fifth-grade students received services: 1) direct counseling services and consultation with teachers, 2) consultation with the teachers only, 3) counseling without consultation with teachers, and 4) a control group. Counseling and consultation services were patterned after those outlined by Dinkmeyer (1968) and Dinkmeyer and Caldwell (1970). No differences among counseling, consultation, or a combination of the two were noted. In addition, behavior change occurred to the same degree in the three experimental groups as in the control group where counseling and consultation services were absent. Teachers of children in the "counseling only" group expressed dissatisfaction at not being more involved in the treatment process.

The study by Hillman and Shields (1974) illustrated how a counselor in his teacher-consultation role was able to model the use of encouragement methods in the classroom which, subsequently, helped improve the achievement and attending behavior of a seventh-grade student. Lewis (1970b) investigated the personal and social adjustment of third-grade students and found that consultation can have a significant effect on the achievement-oriented behavior of students and on teacher perceptions of student behavior. He concluded that consultation concerning one student may affect the teacher's perceptions of other students as well, due to subsequent changes in the classroom environment.

Greising (1967) completed a study in which counselors worked as consultants to teachers for about 30% of their time. This approach had a positive influence on teacher attitudes and behaviors. Teachers of the experimental group used records more often than did those in the control group and retained fewer children.

Anderson (1968) assigned upper-grade elementary school children to three treatment groups: counseling and consultation, which involved working with students, parents, teachers, and administrators; teacher consultation only; and inactive control. She concluded that individual counseling was effective with fourth- and fifth-grade students and that through counseling, students developed a more positive self-concept. Teacher consultation seemed to be particularly effective in efforts to improve self concepts of students at the sixth-grade level, and either counseling or teacher consultation was more effective than no counseling at all. Perhaps most important, however, was her conclusion that working with teachers may be as effective as counseling directly with students.

When consultation was first suggested as an appropriate counselor function, counselors consulted with teachers regarding behavior, but the focus was on analyzing interpersonal relationships. It was not until the 1970's that research studies on behavioral consultation began to appear. An increasing number of such studies revealed that teachers could manage their classrooms more effectively by applying the principles of behavior modification. It followed, then, that counselors who understood these principles and who consulted with teachers would be able to provide evidence that they were effective as consultants. For example, Whitley and Sulzer (1970) described how a school counselor consulted with a fourth-grade teacher in order to resolve disruptive classroom behavior. A behavior modification approach was used effectively to help one of the students decrease his disruptive behavior and to stay more on task with classroom assignments. Randolph and Hardage (1973) investigated "on-task behavior" and grade point averages of elementary school children. Their study provided support for the counselor as a behavioral consultant to teachers and indicated that the classroom behavior management approach offered some advantages, especially in terms of immediate change and accountability, over the client-centered group counseling approach.

The behavioral consultation approach has been outlined by Brown and Brown (1975b), who cite other studies that support the use of behavior modification techniques with teachers and parents to bring about changes in child behavior. Moreover, as suggested in their work, anyone using such an approach will more likely be able to collect data systematically which can be used to evaluate consultant effectiveness. Such an approach often relies on collecting evidence through case studies.

Myrick (1970) provided a systematic case study of an effeminate fourth-grade boy who was rejected by his peers. No counseling was involved. Rather, teachers, with the help of a counselor consultant, were instructed in procedures to bring about desired changes in the boy's behavior. Both the physical education and classroom teachers involved the boy in various activities that consisted of the discussion of feelings, modeling, positive reinforcement, and the successive approximation of behavior. Based on measures of playground behavior, lunchroom behavior, types of physical education activities, and a class sociogram, the boy's behavior changed in the expected direction. Moreover, the desired behavior led to improved peer relationships.

Mayer and others (1967) found no significant differences among counseling, teacher-guidance, and control groups when using teacher ratings of social skills. This study, as well as several others, suggests that there seems to be no significant difference between counseling and consultation approaches, even when gains occur in students. This led Kranzler (1968) to suggest that if counseling and consulting are equally effective, then the most efficient approach (consultation) should be used, since it requires less counselor time.

There is a need for more research in both counseling and consultation. Several studies have attempted to study counseling and consultation as different approaches. In reality, many times the two processes are interwoven in attempts to bring about change. For instance, when a counselor is asked to work with a student who is having behavioral problems in the classroom, the counselor will most likely counsel the student individually or in a group, and at the same time consult with the teacher, thus bringing about multiple interventions in terms of counselor behavior. Because this is the usual style of work for most counselors, it has been difficult to ascertain whether counseling alone or consultation alone is the most effective approach in working with students. There can be no doubt, however, that if there is no significant difference between counseling and consultation procedures in terms of working with certain types of students, then it would be a wiser use of counselor time to work more with teachers in a consultant function. This would tend to bring about the same results and have the added benefit of helping other children through improved teacher skills and relationships.

A computer search of the ERIC System on the subject of consultation clearly reveals the impact that elementary school counselors have had on consultation and the paucity of research and position papers about consultation at other levels. The lack of research at other levels may suggest that consultation is not viewed as a primary function of counselors at those levels and that few attempts are being made to evaluate the process. Yet, based on the evidence currently available at the elementary school level, it seems that consultation can make a difference and that many of the same procedures and models will also be effective at other levels.

The lack of theoretical models and research may be due to the lateness of professional organizations (APGA, ASCA, ACES) in sanctioning consultation as an official counselor role. It might also be related to the absence of courses in consultation skill training in many of the counselor education programs throughout the United States. Only within the last few years have such courses begun to appear as part of counselor education curricula. Moreover, only in the past few years have counselors in the field felt the pressure to be more accountable in their positions--accountable not only for what they do but for what happens when they do it. Perhaps as the trend for accountability continues and as counselor educators become more involved with the preparation of counselors as consultants, we will begin to see more research and evidence to support the consultant role for counselors.

Future Trends

People have been "consulting" with one another for a long time. No doubt many counselors over the years have viewed their talks with parents, teachers, and administrators as consultation. Only recently, however, have the consultation role been defined and the process explored. While the profession of counseling will no doubt continue to evolve over the years, some trends may be discerned that have import for the future.

The emerging role of the counselor consultant. In the future the counselor will continue to counsel persons, both individually and in groups. However, the consultation function will become more prominent, and it is probable that the counselor will be viewed more as a counselor consultant than as a counselor. With this new professional identity, counselors will take on different responsibilities and thereby alter their professional image. In particular, as Dinkmeyer and Carlson (1973) have emphasized, the counselor consultant will be viewed as a facilitator of human potential.

Rather than provide consultation as an ancillary or auxiliary service, the counselor consultant will be in the mainstream of education, actively involved in a developmental approach aimed at improving the total school learning climate. Subsequently, conflicts in the learning process will be reduced. The counselor consultant will be concerned with school curriculum, special education programs, learning situations, and human development. With the emphasis on developing human potential, the counselor consultant will move away from the traditional focus on vocational guidance, crisis counseling, and maladjustment, and will collaborate actively with teachers and administrators in developing an educational process that recognizes and responds to individual differences. As the counselor becomes more involved in humanizing the educational process s/he will become an agent of change, a catalyst, with administrators, teachers, parents, and students. In order to establish and be effective in this new role, counselors in the future will probably follow the following priorities outlined by Dinkmeyer and Carlson (1973): 1) collaboration and consultation with administrators, 2) collaboration and consultation with groups or teachers, 3) counseling with groups of children, and 4) consultation with groups of parents.

Possibly as the role of the counselor consultant changes, a new model or role will develop--perhaps that of the Learning Development Consultant (LDC). This concept was first proposed in 1971 by the U.S. Office of Education which sponsored a national conference to examine and propose new directions in pupil personnel services. The LDC was perceived as a generalist who facilitates communication and coordinates services which help the learner and others identify needs, goals, and plans to carry out the learning process. The major emphasis here, and one that will continue in the future, is that the counselor consultant will participate actively in the total educational process--to create an atmosphere of collaboration, of flexibility, of change, and to stimulate others both in and out of school to participate as well.

Consultation will become more prominent at all levels. Currently, most consultation takes place at the elementary school level. Parents at this level tend to participate more in their children's education, and elementary school teachers tend to be more willing to work with the counselor as a consultant, becoming involved in "contextual" counseling and consultation (Dinkmeyer and Carlson, 1973). In particular, counseling centers or agencies in post-secondary schools will deal more with faculty, as individuals and in groups (e.g., Kopplin and Rice, 1975).

When crises do occur at any level, consultation will become a regular part of the treatment program. Thus, counselors will use a multiple intervention process which will feature a combination of counseling approaches and will involve the client's everyday world. Increasingly, consultation at all levels will integrate more human development concepts in the process of education.

Consultation as continuous in-service training. Some have suggested that when consultation is successful, the consultant becomes obsolete. On the contrary, the need for the counselor consultant will probably always be present because the role is that of a facilitator of communication, group interaction, and the learning process. In the past, counselors have consulted with individuals and then "followed up" the case or situation as it seemed appropriate. In the future, counselor consultants will not wait for critical situations to become involved with school personnel. Rather, they will figure prominently in organizing and conducting in-service activities to help school personnel continue to learn more about themselves, others, and the education process. In this sense guidance and counseling will be viewed as developmental, and the consulting role will be viewed as a significant part of the developmental program--one that occurs on a continuing basis over time.

Consultants will function at the heart of education and help articulate the growth process of students as they progress from one educational level to another. Counselors will work not only with teachers, administrators and parents but will also be involved in coordinating and integrating the services of other helping professionals (i.e., school psychologists, nurses, and special education faculty). Likewise, in order to improve the learning environment, the counselor consultant will be involved in coordinating the services of specialists in the community (i.e. pediatricians, social workers, rehabilitation counselors, mental health counselors, juvenile centers, and the like).

The consultation process will be refined and "packaged." The issue of whether or not consultation and counseling are separate processes will continue to receive attention in the future. There are those who adamantly declare that they are separate, while others argue that because they both involve communication it is difficult in practice to identify one from the other. It is probable that the two processes will become more clearly differentiated in the future, especially as new theories of consultation are developed. At the present time, the consultation process relies upon techniques adapted over the years from therapy and counseling. Consultation will probably come to be viewed more as a teaching process, a coordinating effort, a pro-active role, and one in which the counselor consultant takes more responsibility for bringing about change.

As new theories and systematic approaches are developed, there will be a trend to organize programs into some sequential order, giving attention to consultation as a systematic learning process. Consultation strategies will appear in the form of educational kits--with materials, suggested tasks, and leader manuals (e.g. STEP; Dinkmeyer and McKay, 1975). These program strategies and approaches will be for use with school boards, parents, and the general public, as well as with teachers.

The consultation process will be more accountable. Consultation is more than simply sharing a few ideas with someone. It is more than talking about a problem or discussing a new learning approach. As consultation becomes more systematic, it will have greater capacity for being evaluated. The counselor consultant will be able more effectively to assess situations, plan strategies, obtain data for evaluation, and use feedback to make appropriate changes when necessary. At the present time, consultation, much like counseling in the past, seems like something that should be done--it makes sense. But so far there is little evidence to indicate that the counselor consultant makes a difference and should be a part of the team in an educational setting.

A consultant to counselors. Lister (1969) outlined the role of a new professional worker--the consultant to counselors, someone who can work with them to help them become more effective. He recognized that many counselors enter the field of guidance and counseling with minimal preparation and need in-service training experiences as well as the assistance of a counselor consultant to improve and maintain their counseling skills. According to Lister (1968) nearly one-half of all school counselors are functioning below minimal levels of effectiveness in personal counseling and that in-service experiences often determine whether a counselor promotes or retards the personal growth of students with whom s/he works. The consultant to counselors would, of course, be highly experienced and demonstrably effective, one who is also skilled in consultation and supervision. The consultant would help counselors to try new approaches, assess situations, initiate new ideas, offer timely and appropriate support, and improve their own consulting skills. While supervision involves being responsible for directing and evaluating the work of a counselor, there is a trend for the supervisor relationship to de-emphasize the evaluation component and place more emphasis on consultation.

This new and expanded role of the consultant to counselors may become even more encompassing through the inclusion of supervision and consultation with other helpers in the school. For example, instead of employing additional counselors to fulfill personnel needs, there is a trend now for schools to hire individuals who complement the work of the counselor. Thus, a pyramid distribution of counseling personnel, including para-professional aides, and parent volunteers, is emerging. These support personnel need consultive and supervisory services, as well as a "master-counselor" to direct and organize their efforts and serve as a consultant to other counselors.

Some may recall the story of the wild and fun-loving Tom Cat who every night went with his buddies to visit female friends throughout the neighborhood. The cat's owner was anxious to keep him home because of complaints from neighbors who failed to appreciate Tom's howling and nightly activities. After much thought, in desperation, the owner finally took Tom to a veterinarian who performed certain anatomical alterations in the hope that he would change his behavior and be content to spend evenings at home. Much to the owner's surprise, however, Tom's nightly adventures seemed not to diminish but to increase. When he could stand it no longer, the owner confronted the cat by saying, "Look, Tom, I took you to the vet and he said you'd be happy to relax and stay at home. Instead, you're out every night. What are you doing?" The tired cat responded, "Well, I'm busy consulting."

School counselors will continue to counsel. But, consultation is an important counselor intervention that can help teachers, parents, and administrators to be better helpers, and one that must be accepted and carried out with enthusiasm. As the role of the counselor consultant develops, and as the consultation process becomes more systematically refined, learning environments will become more person-centered, more efficient, and more effective.

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